

[www.blogsomemoore.com](http://www.blogsomemoore.com)  
[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

The screenshot shows the homepage of the 'blogsomemoore' website. The header features the site name 'blogsomemoore' and the tagline 'Teaching and Empowering Students with Special Needs'. A dark navigation bar contains tabs for 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' tab is active, displaying a dropdown menu with categories: 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. Below the navigation, the main content area is titled 'Conferences' and lists several items, including 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. A sidebar on the right contains an 'about.me' profile for 'Shelley Moore', an 'Inclusion Consultant', and social media icons for Twitter, LinkedIn, and WordPress. It also includes a section titled 'You are following this blog' with a count of 895 followers and a 'manage' link.



@tweetsomemoore



@fivemooreminutes

# Inclusive education?

- ▣ Who does it include/ who is it for?
- ▣ What is it?
- ▣ Where/when does it already happen?
- ▣ Why is it important?

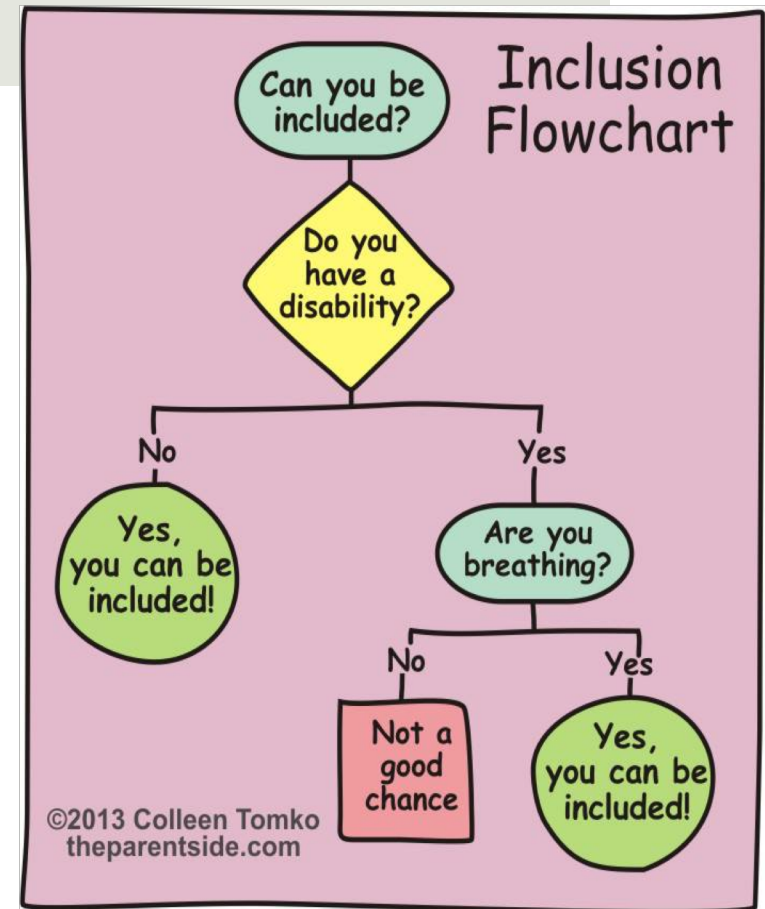
Bridging  
what we **believe**  
with what **how we live**



**Who** is inclusion for?  
**Who** does it include?

In philosophy?

In practice?



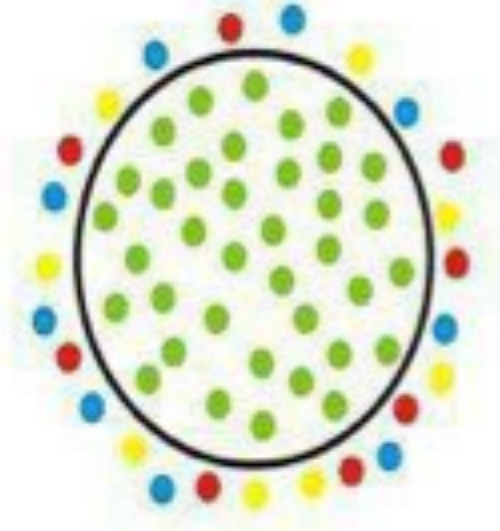
# **What** is Inclusion?

INTEGRATION  
SEGREGATION  
EXCLUSION  
INCLUSION

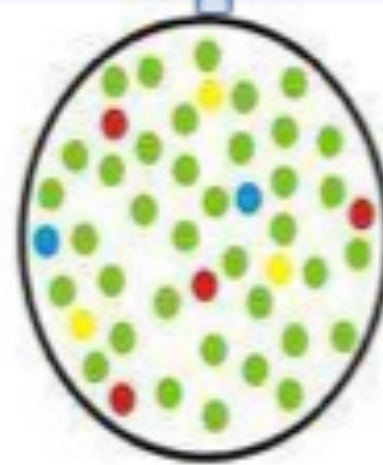
# What is Inclusion?

INCLUSION  
SEGREGATION  
EXCLUSION  
INTEGRATION

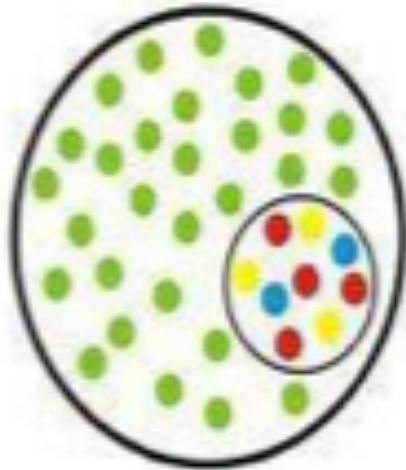
**A**



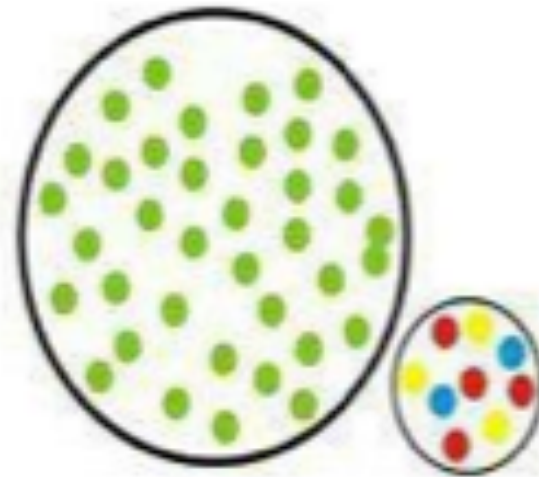
**C**

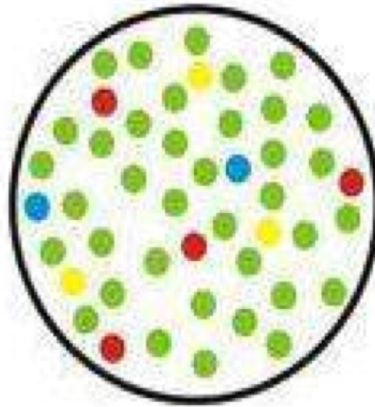


**B**

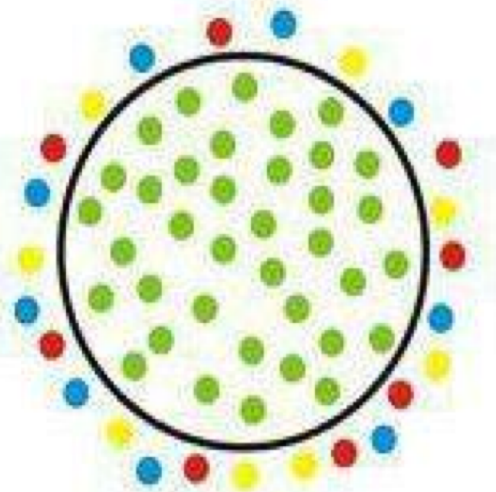


**D**

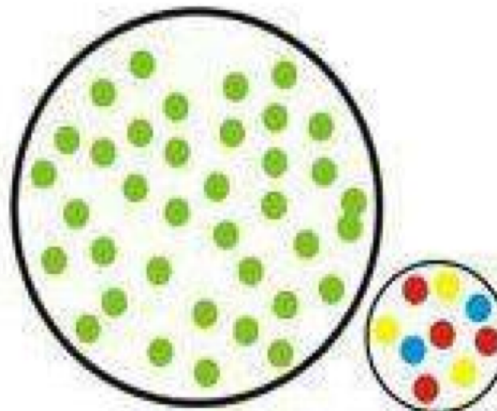




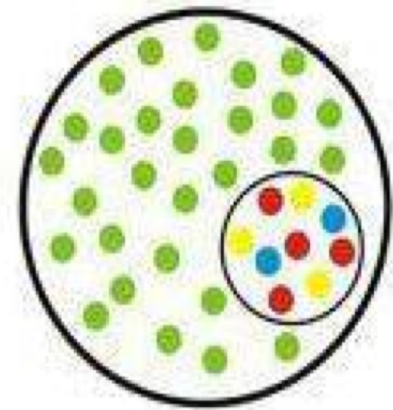
**Inclusion**



**Exclusion**

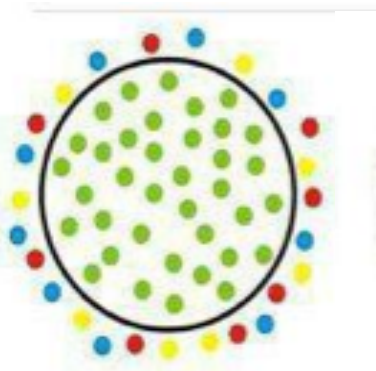


**Segregation**

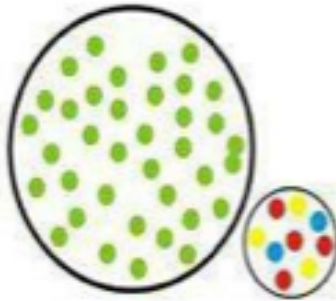


**Integration**

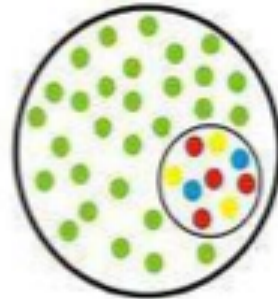
# The evolution of inclusion



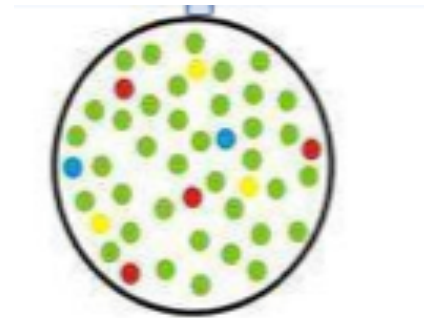
exclusion



segregation



integration



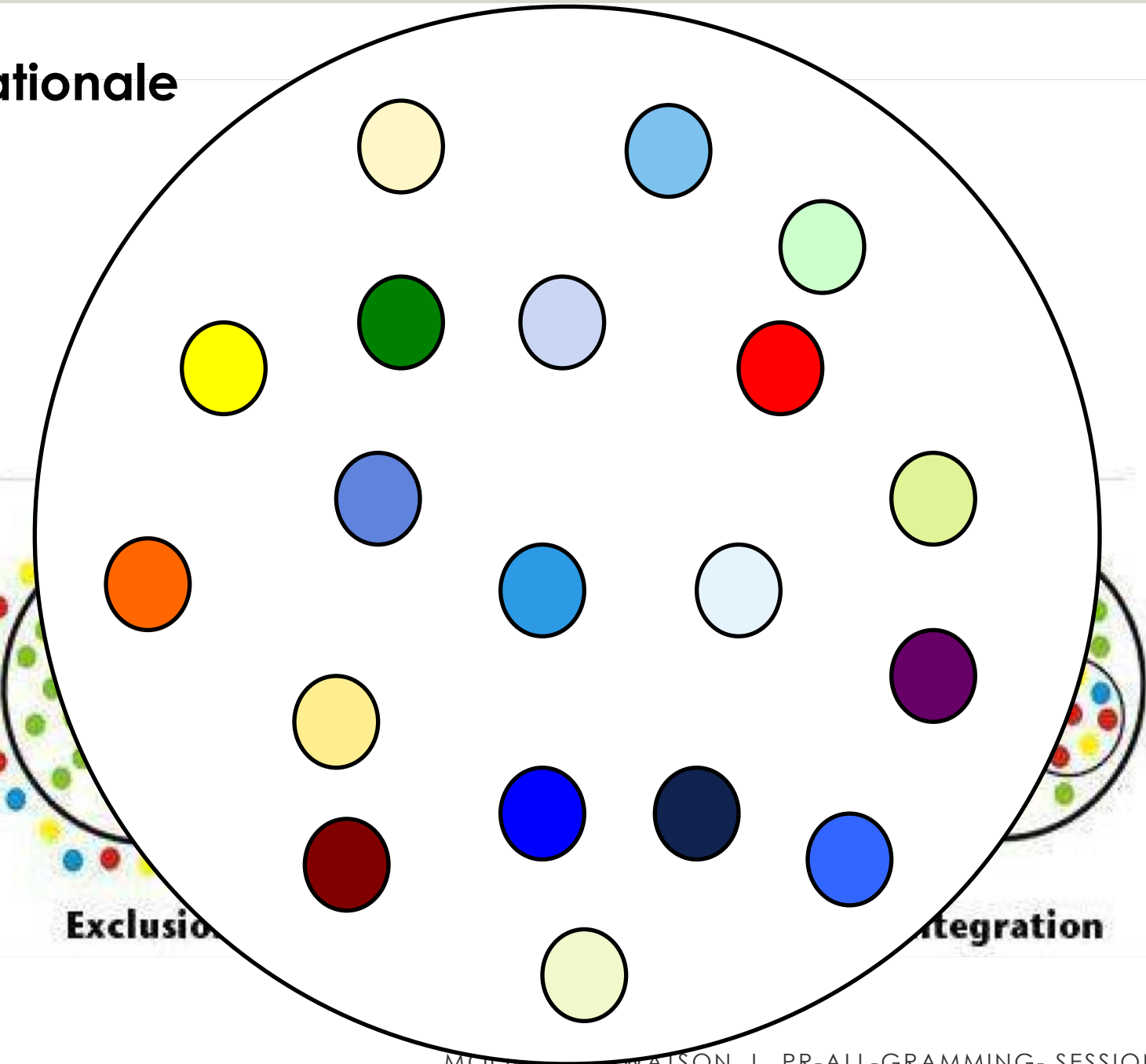
inclusion

?

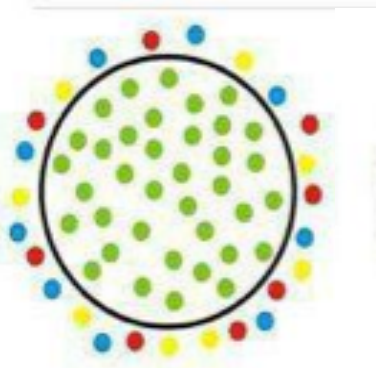


## How do we move?

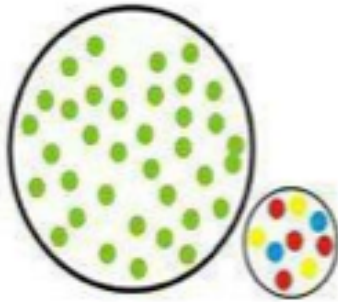
# The Rationale



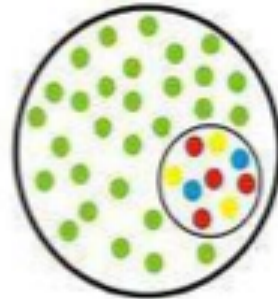
# The evolution of inclusion



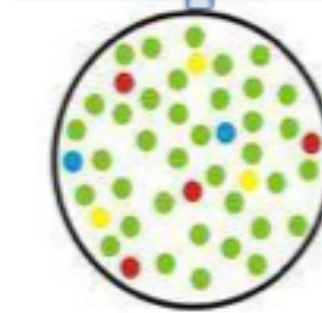
exclusion



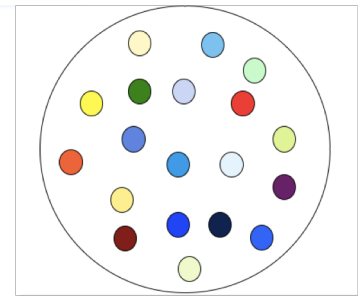
segregation



integration



inclusion



teaching  
to diversity



## How do we move?

**What are your colour(s)?**



# What are your colour(s)?



Do we value all colours equally?

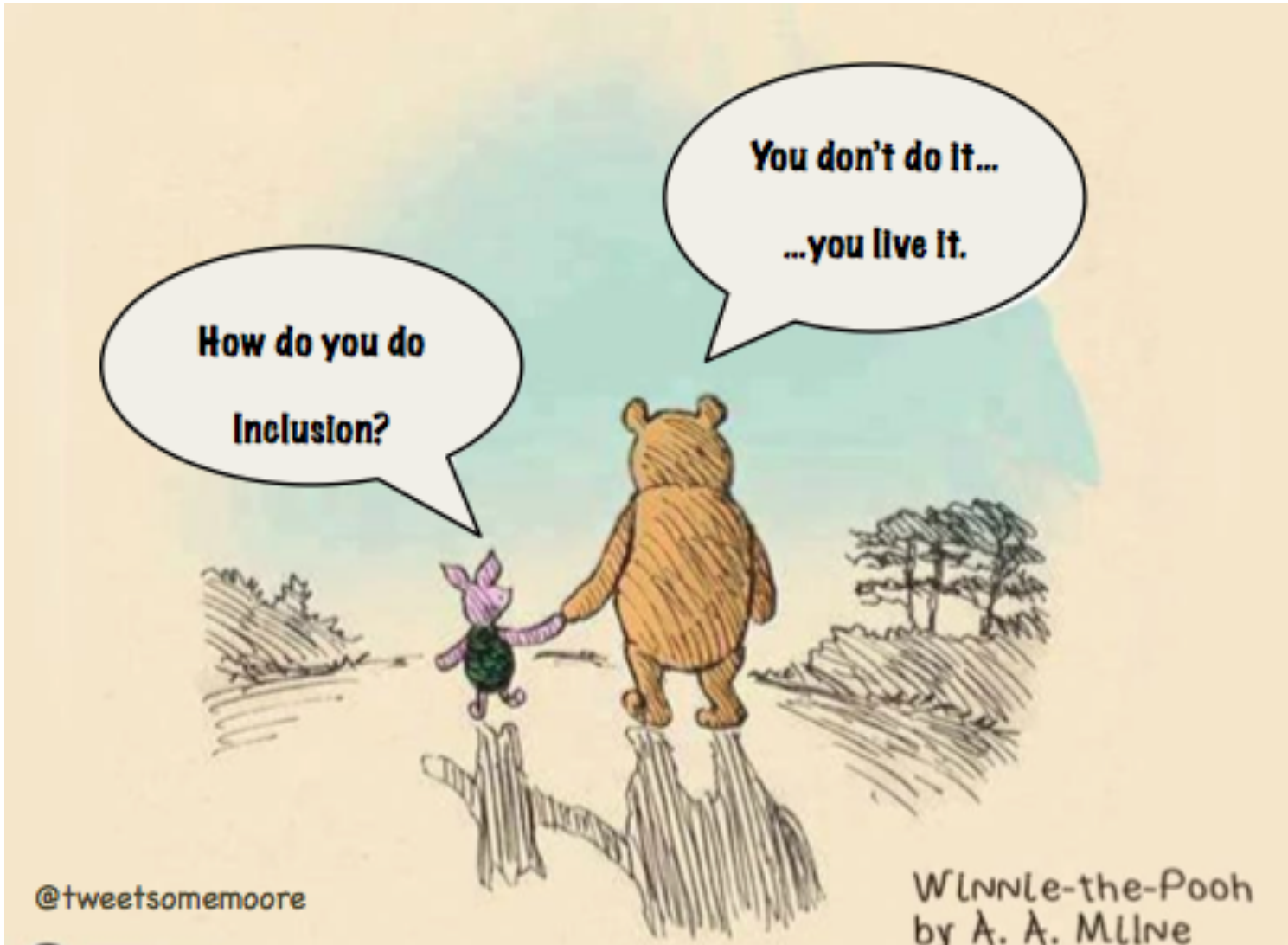


# Inclusion is...



- ❑ Not forcing separation; Building on Togetherness
- ❑ Finding the balance between communities of identity and diversity – moving away from groupings of deficit
- ❑ Reviewing criteria for groupings (strength vs. deficit groupings; who decides what a community of identity is?)
- ❑ Breaking down historical barriers of the past (physical, emotional, historical etc.) Why do we do the things that we do?
- ❑ Teaching to diversity – Not just valuing green
- ❑ Facilitating identity (what are our colours? How do we learn from each other's brightness?)
- ❑ Finding places where we can move along the inclusion continuum
- ❑ All of us

# Inclusion is...

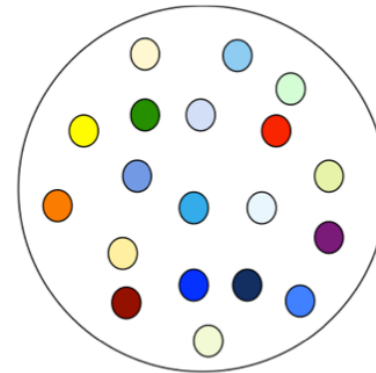
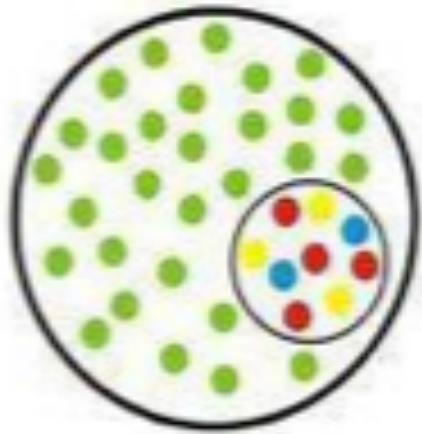


# One thing..

- ▣ What is one USEFUL thing so far?
- ▣ What can you take back to your context?
- ▣ Who can you share a new idea with?

# How do we do it?

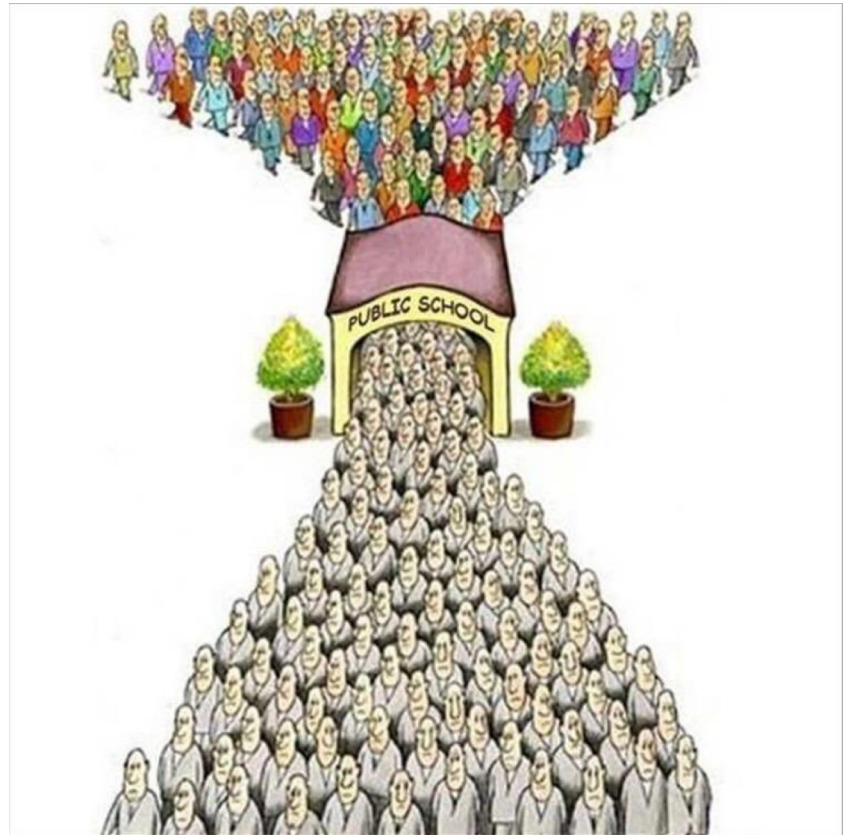
**Containers of integration**



**Communities of Inclusion**

# Where did green come from?

## ■ The “green” kids





# The Evolution of Curriculum

21<sup>st</sup> Century Schools, 2010

## 19<sup>th</sup> Century

- Being right
- Copying/ duplicating
- Listening to the teacher
- Accepting what you are told
- Working alone
- Sitting still
- Remembering facts
- Showing respect
- Following instructions
- Being evaluated
- Streaming by skills level

## 20<sup>th</sup> Century

- content
- Standardization
- Time - slotted
- One size fits all
- Competition
- Text-based
- Summative tests
- Learning for school
- Streaming by ability
- Teacher as expert
- Proficiency benchmarks
- Single perspective
- Knowledge transmission

## 21<sup>st</sup> Century

- Being adventurous
- Being creative
- Working with others
- Imagining multiple solutions
- Questioning things
- Showing initiative
- Persevering
- Taking responsibility
- Learning for life
- Self evaluation

**Skills**

**+**

**Knowledge**

**+**

**Competency**

# The evolution of curriculum

@refthinking

(SOURCE: FUTURE OF JOBS REPORT, WORLD ECONOMIC FORUM)

## TOP 10 SKILLS IMPORTANT IN THE WORKFORCE

### 2015

1. Complex Problem Solving 
2. Coordinating with Others 
3. People Management 
4. Critical Thinking 
5. Negotiation 
6. Quality Control 
7. Service Orientation 
8. Judgement and Decision Making 
9. Active Listening 
10. Creativity 

### 2020

1. Complex Problem Solving 
2. Critical Thinking 
3. Creativity 
4. People Management 
5. Coordinating with Others 
6. Emotional Intelligence 
7. Judgement and Decision Making 
8. Service Orientation 
9. Negotiation 
10. Cognitive Flexibility 

# COMPETENCIES OVERVIEW



Students are the artists, scientists, thinkers, innovators and leaders of the future. They will be tasked with solving the problems of today, while imagining and creating a new tomorrow. Competencies are critical for equipping students with the knowledge, skills and attitudes that they will need to successfully navigate their personal journeys in learning, living and working.

Students use and develop competencies when they encounter unfamiliar or challenging situations. Competencies help students draw and build upon what they know, how they think and what they can do. In school, students develop and apply competencies through subject-area content and learning experiences. Alberta's curriculum promotes development of the following competencies, which are a streamlined expression of the competencies identified in the *Ministerial Order on Student Learning* (#001/2013):

**CRITICAL THINKING**

**COMMUNICATION**

**PROBLEM SOLVING**

**COLLABORATION**

**MANAGING INFORMATION**

**CULTURAL AND GLOBAL CITIZENSHIP**

**CREATIVITY AND INNOVATION**

**PERSONAL GROWTH AND WELL-BEING**

Alberta students develop competencies to achieve their full potential as lifelong learners and active citizens, today and in the future.

10

*Essential Characteristics*  
OF A  
**21ST CENTURY EDUCATOR**

BY

*George Couros*



**RELATIONSHIP  
BUILDER**



**LEARNER**



**INCLUSIVE**



**REFLECTIVE**



**NETWORKED**



**INNOVATOR**



**LEADER**



**STORYTELLER**

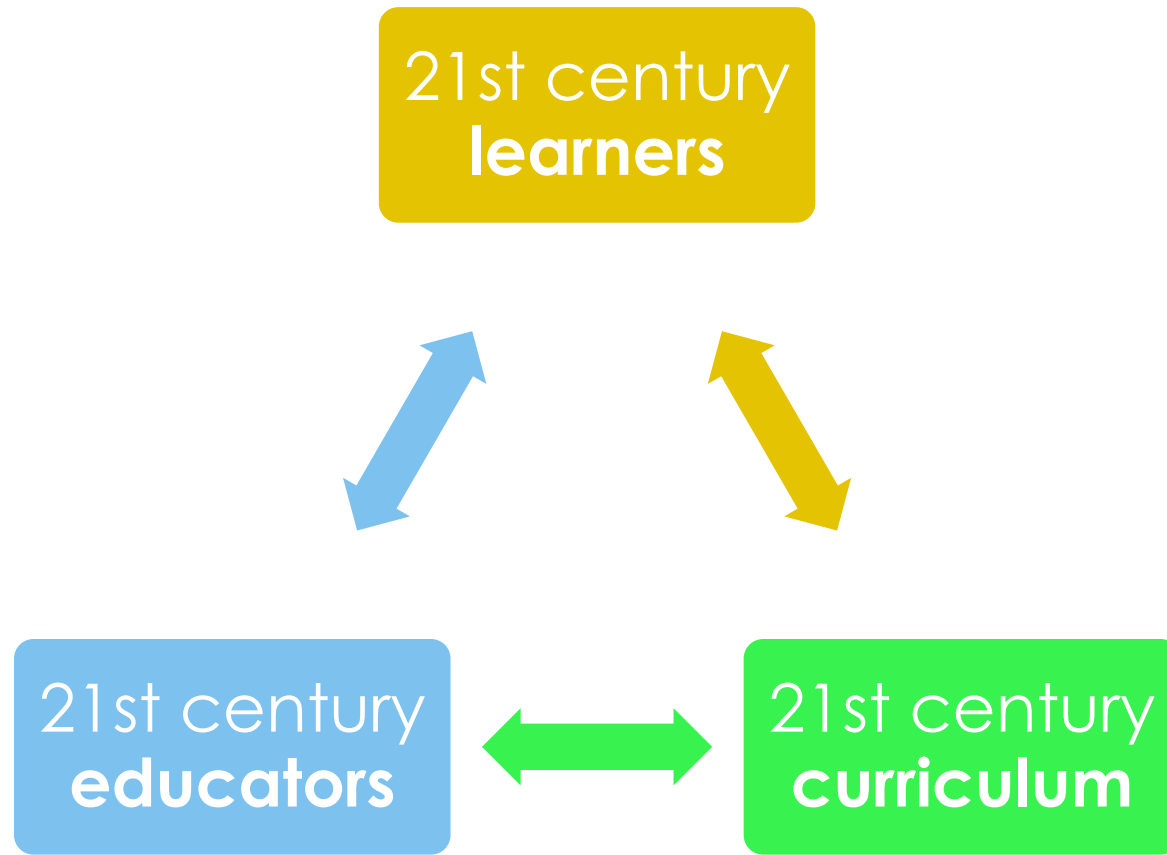


**DESIGNER**



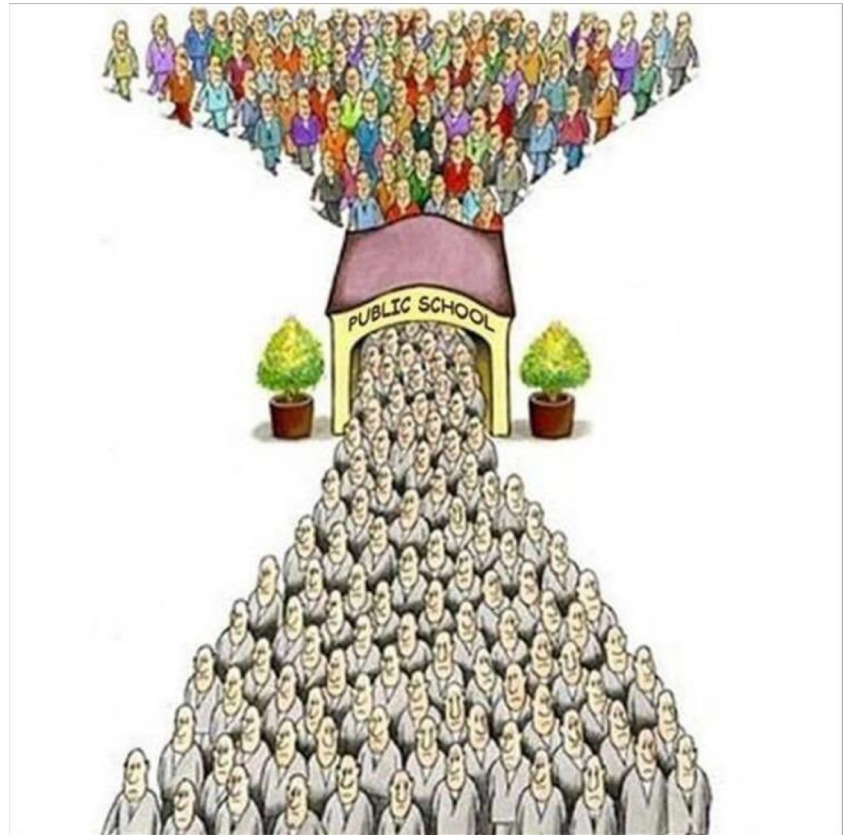
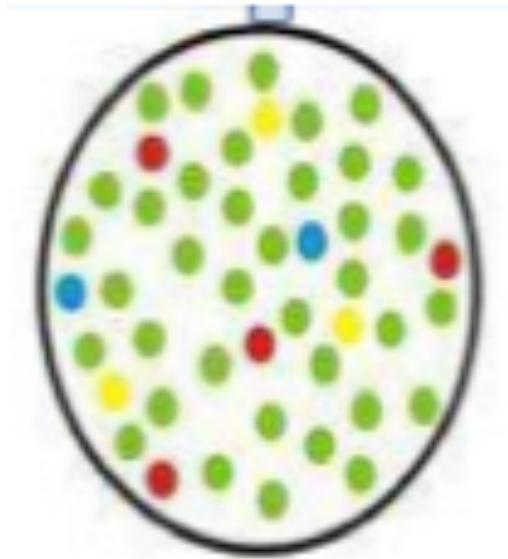
**ARTIST**

# The Education Trifecta!



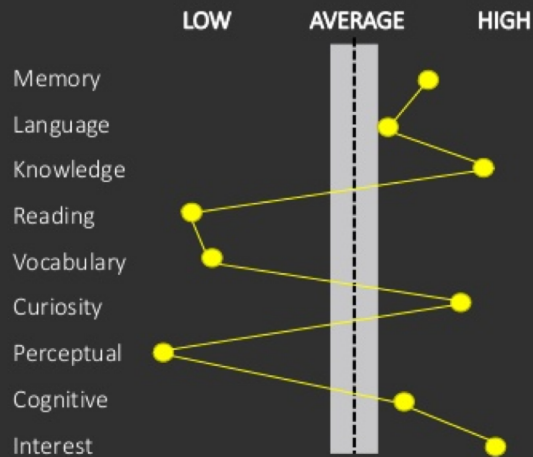
# Green = Average

## ■ The “green” kids



# The End of Average!

## The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>

## THE END OF AVERAGE

HOW WE SUCCEED  
in a World That Values Sameness

TODD ROSE



THE  
END OF  
AVERAGE

HOW WE SUCCEED  
in a World That Values Sameness

TODD ROSE

# The Airplane Dilemma...

Designing INDIVIDUAL **planes** for  
every **pilot** is not efficient!

AND

Designing ONE **plane** for EVERY  
**pilot** is not effective!



THE  
END OF  
AVERAGE

HOW WE SUCCEED  
in a World That Values Sameness

TODD ROSE

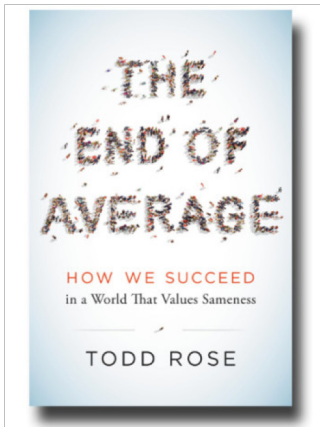
# The Curricular Dilemma...

Designing INDIVIDUAL **curricula** for every **learner** is not efficient!

AND

Designing ONE **curriculum** for EVERY **student** is not effective!

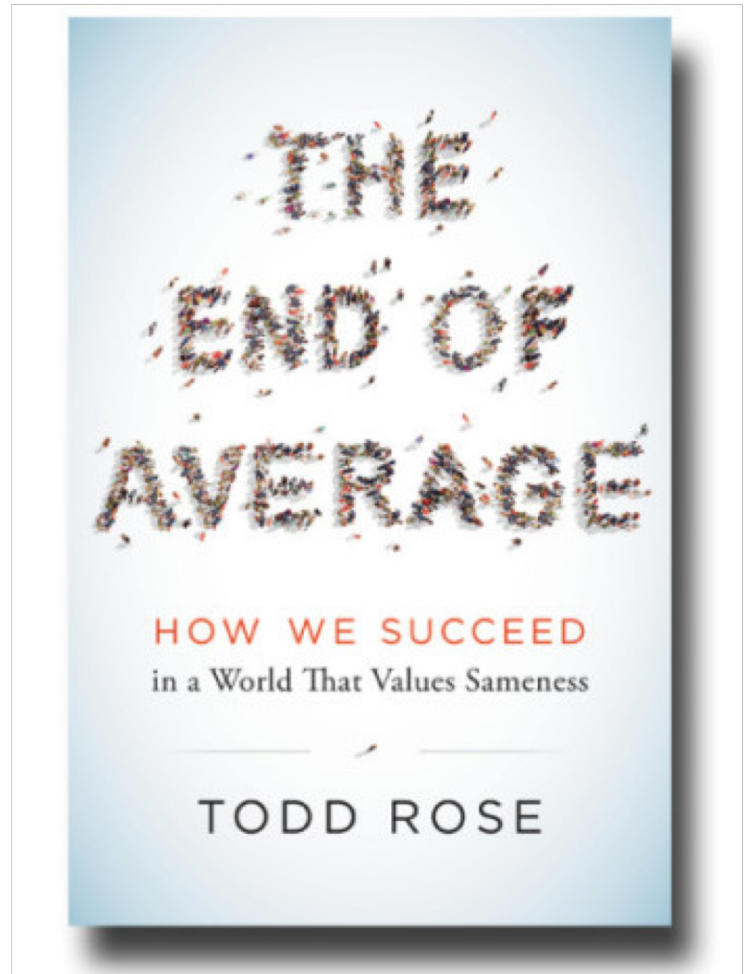
# A solution....



An ADJUSTABLE **plane**, designed for  
a range of dimensions

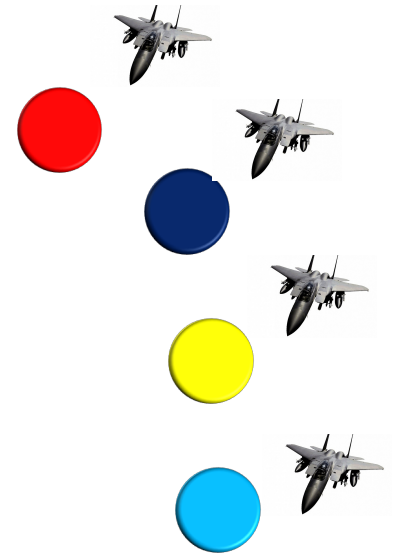
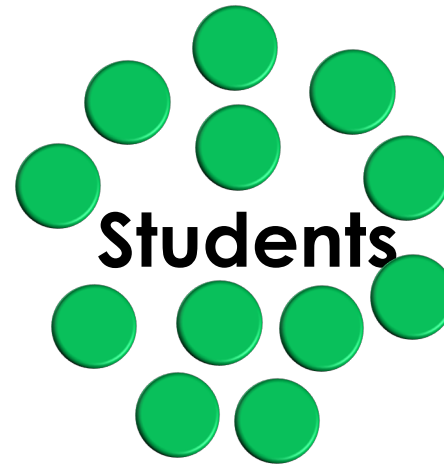
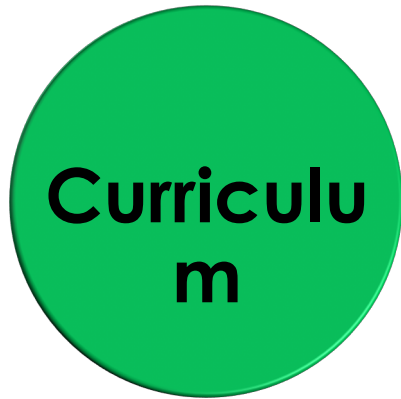
OR

An ADJUSTABLE **curriculum**,  
designed for a range of diversity



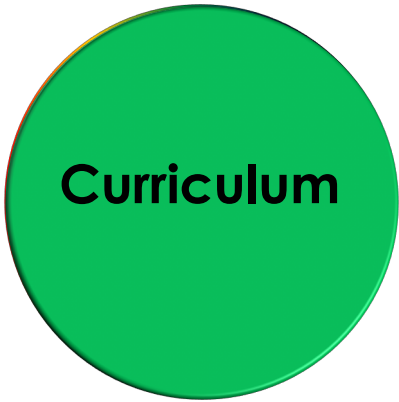
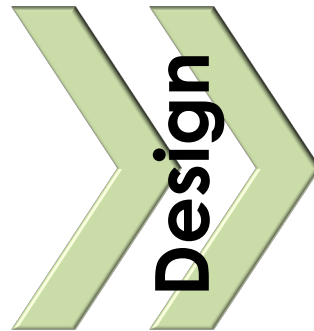
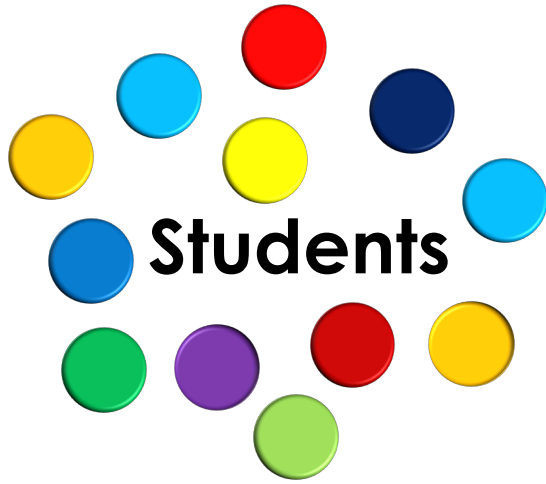


**Design is the MOST underutilized support!**





**Design is the MOST underutilized support!**



# How can we design an adjustable **plane**?

## □ Who are our **pilots**?

- Getting to know who the pilots are and their range of dimensions

## □ What is the **plane** they are flying?

- Designing planes with purpose in mind (e.g. fighter plane, cargo plane, passenger plane, etc.)

## □ How is the plane **responsive** to the pilots dimensions?

- Designing planes with both access and extension as well as considering specific supports needed for this group of pilots

## □ How are we **teaching pilots** to make the **adjustments** they need to fly the plane?

- Pilots knowing what they need to fit into and fly the plane

# How can we design an adjustable **curriculum**?

## □ Who are our **Learners**?

- Getting to know who are learners are and their their range of diversity

## □ What is the **curriculum** we are using?

- Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)

## □ How is the curriculum **responsive** to the learners?

- Designing curriculum with both access and challenge as well as considering specific supports needed for this group of learners

## □ How are we **teaching students** to make the **adjustments** they need to use the curriculum?

- Students knowing what they need to fit into and use the curriculum



# How can we design an adjustable curriculum?

- Who are our Learners
  - Getting to know who are learners are and their their range of diversity



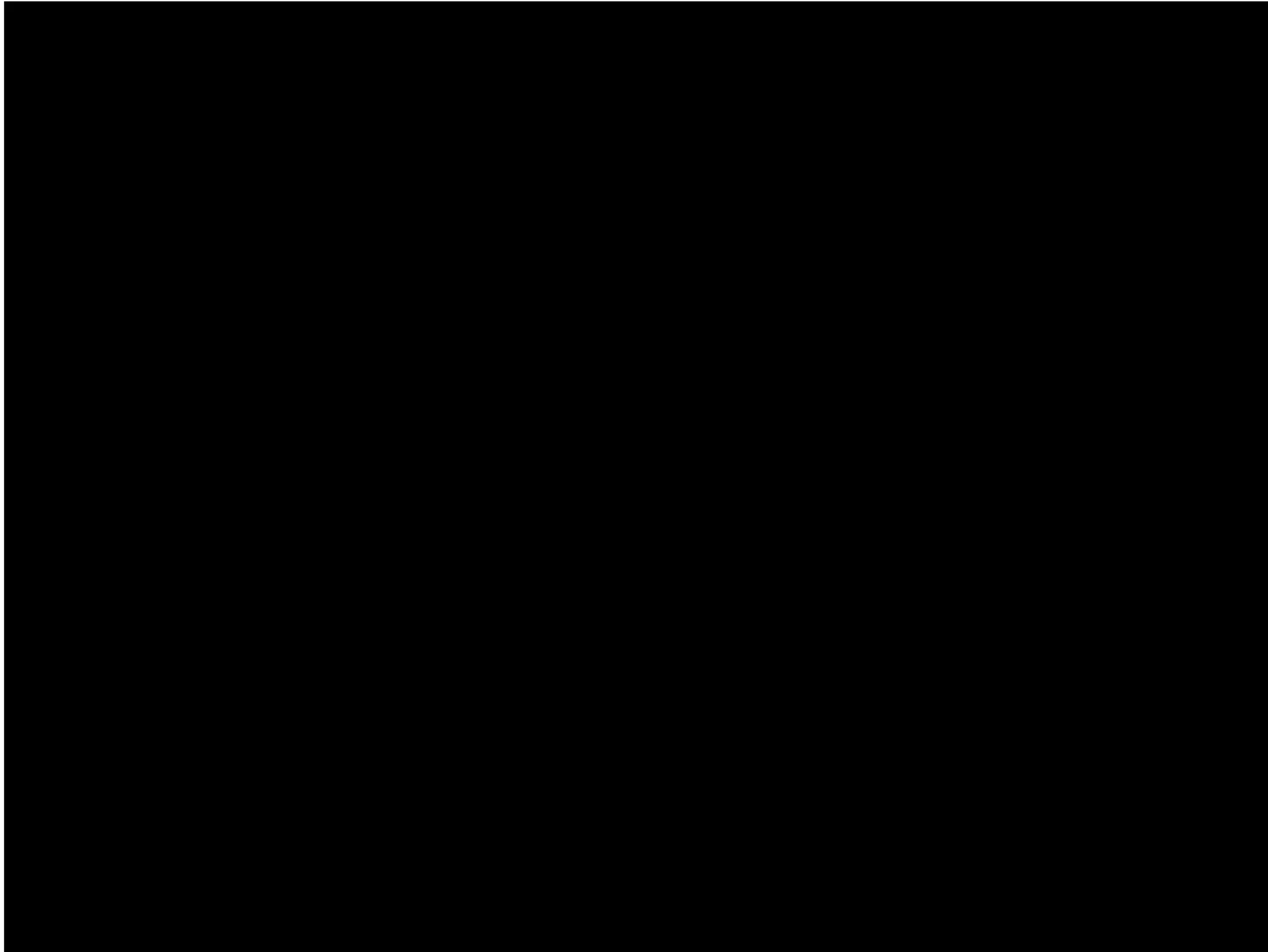




# Learning with diversity through a strength based lens

Learning about the **diversity** of learners is like finding their dimensions, we aim to **capture** what **they bring**, not what they are missing or cannot do...

What's the difference between **strength** based  
& **deficit** based thinking?



# Class Profile:

(adapted from Brownlie & King, 2000)

Group Strengths

Group Stretches

Interests:

Class Wide Universal Supports/  
Structures

Class Wide Competencies to Target

## Individual Considerations

Medical

Language

Learning

Socio-Emotional

Other

# Class Profile: Grade 9 Math

(Brownlie & King, 2000)

## Classroom Strengths

- Social, funny, technology/ gaming
- Aware of their needs, know their strengths
- Advocate for help
- Need to move
- They want to do well
- Being outside

## Classroom Stretches

- Building more strategies to SRL
- Balancing social and productivity/ learning
- Managing the use of supports and space
- Being responsible and self aware to support self and others
- Attention

Interests: friends, each other, grades are a motivator, movies, comics, video games

## Class wide supports/structures

- Flexible seating, choice of representing learning, hands on learning, assessment connected to curricular competencies, multiple intelligence structures/ supports, time to work together, growth mindset, get outside for learning, games for learning activities

## Class wide competencies

- Communication (strength)
- Personal awareness & responsibility
- Creative thinking

## Individual Considerations

Medical  
K.M. (FAS)

Language  
A.P. – ELL  
F.A - ELL

Learning  
CH – LD  
PA, RG, MK, KM

Socio-Emotional  
CH (withdrawn)  
MK, OW

Self Regulation  
KL (movement)  
IH, TK, BM  
(handing in things)

# Menu

## Of Support



- **Co-teaching**
- **Working with small groups**
- **Co-planning**
- **Observation & Consultation**
- **Finding/creating materials & resources**
- **Setting up technology**
- **Supporting an EA**

Brownlie & King, 2011

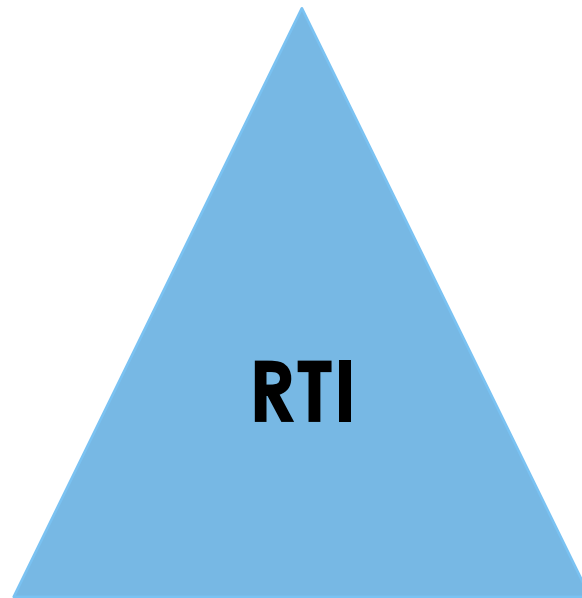
# Collaborative support models



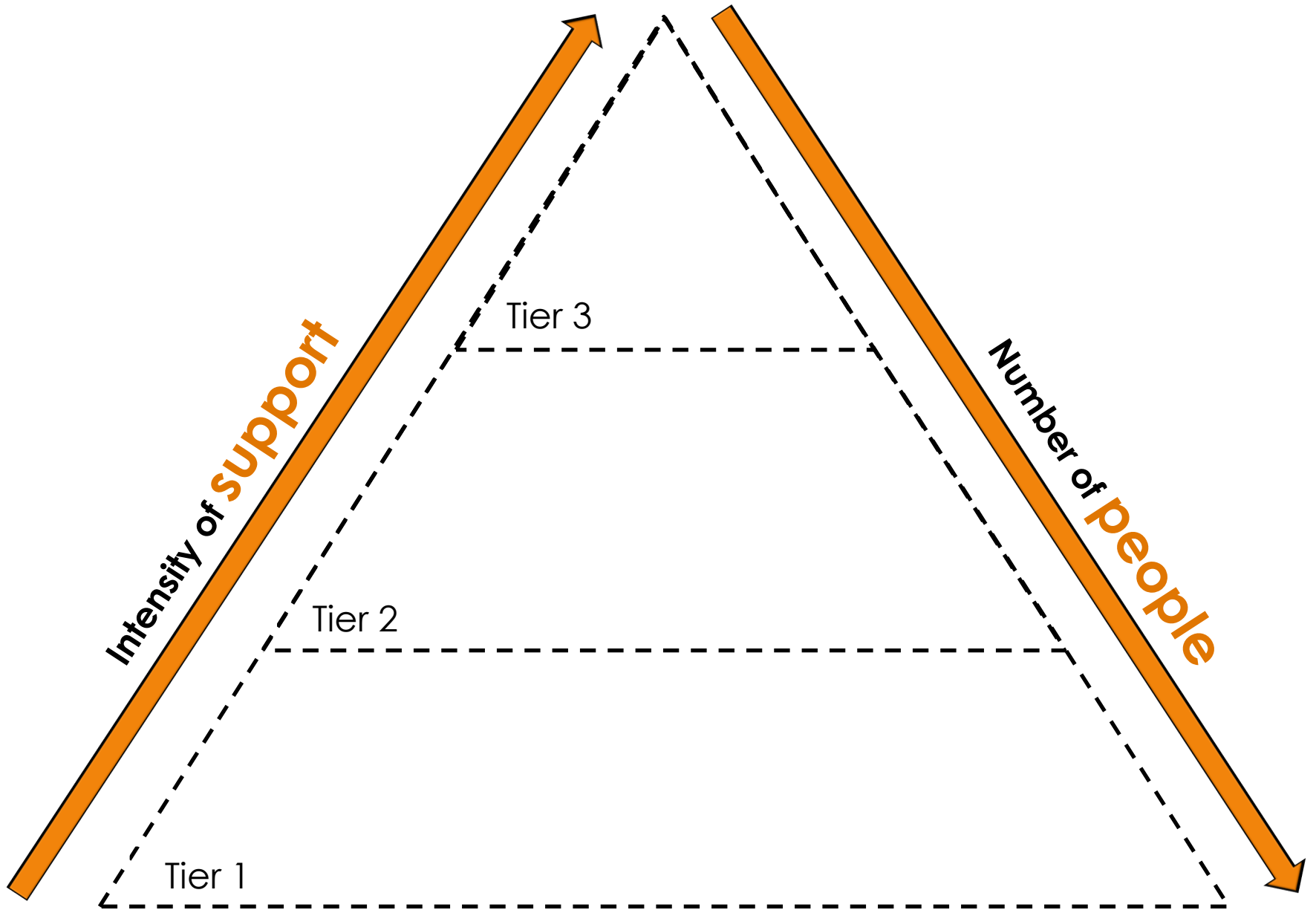




# Supporting ALL Learners



**Response to Intervention**



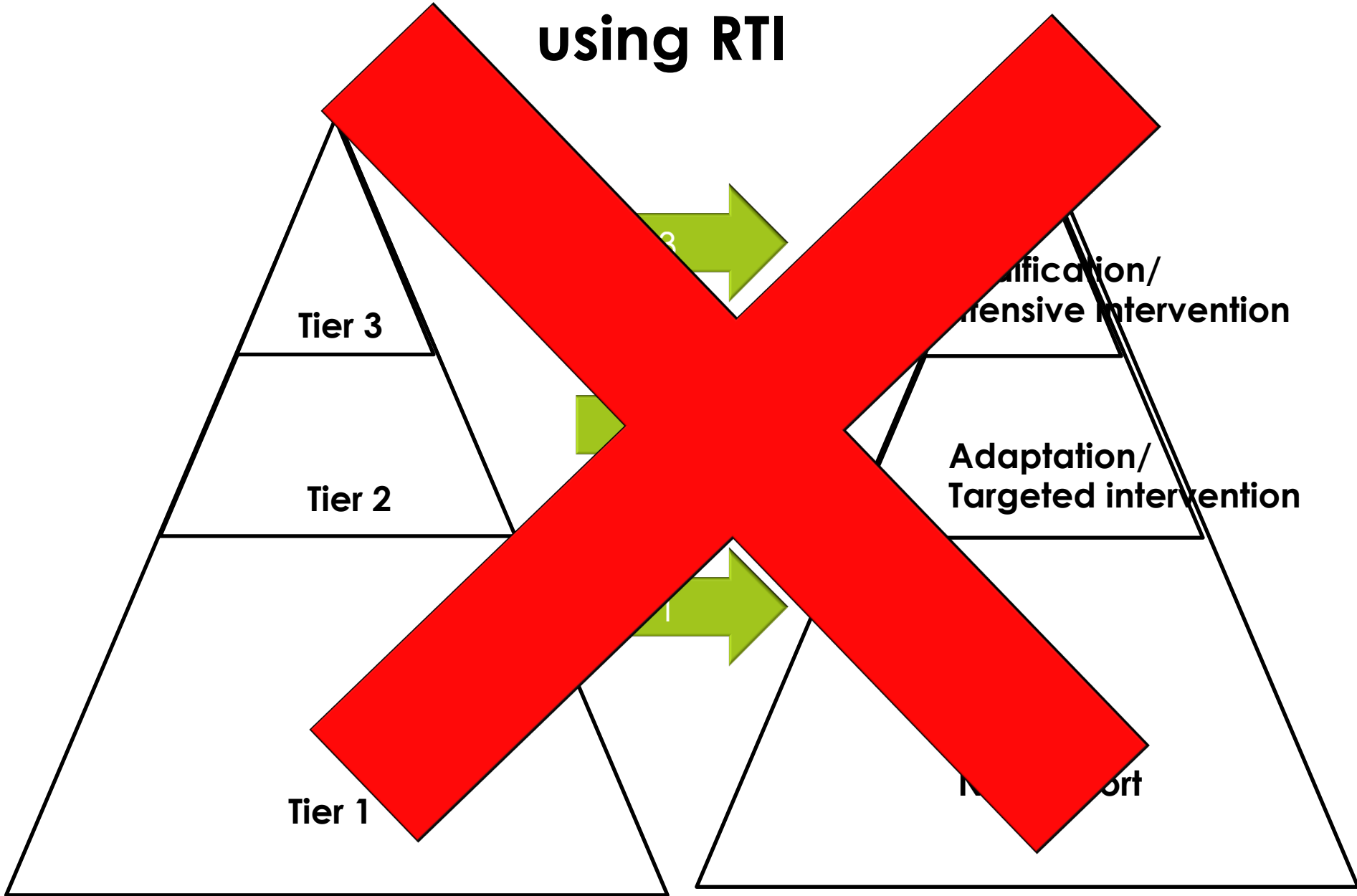
# The role of special education historically...

Early intervention of **support**

**Assess the Kids Early**

Educators regulate their supports

# Designing Supports for a DIVERSE group using RTI





# Adaptations and Modifications vs. Inclusive Supports

- Supports are designed for specific students **BEFORE** teaching
- **ALL** students **can access** supports regardless of ability **DURING** teaching
- **No need** to do any **accommodations** after the fact

# Evolving Support structures...

**Instruction**

Early ~~intervention~~ of **support**

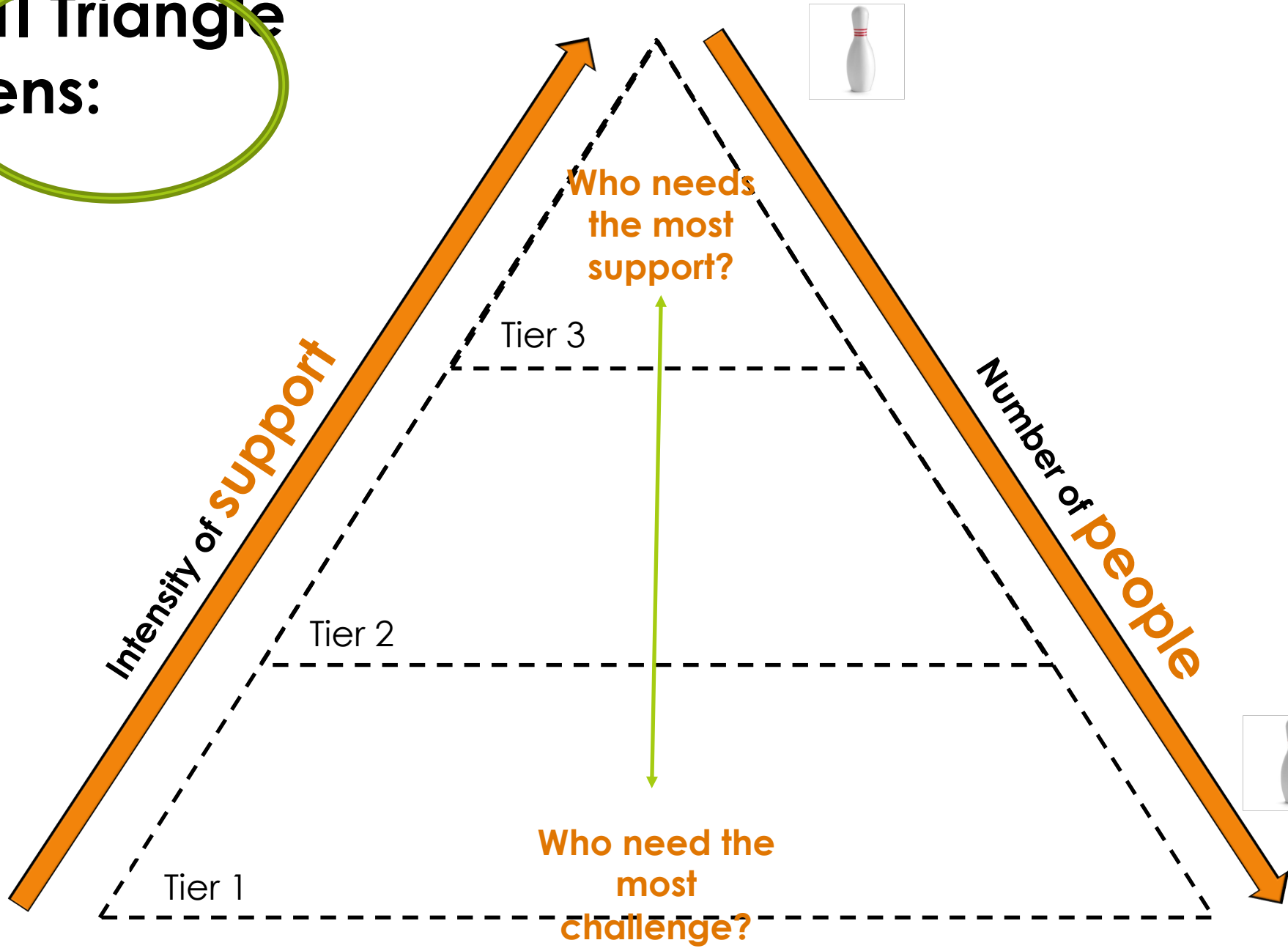
We don't diagnose student needs to find out  
"what's wrong" with the student.

We diagnose student needs to determine the  
supports that we will immediately provide.

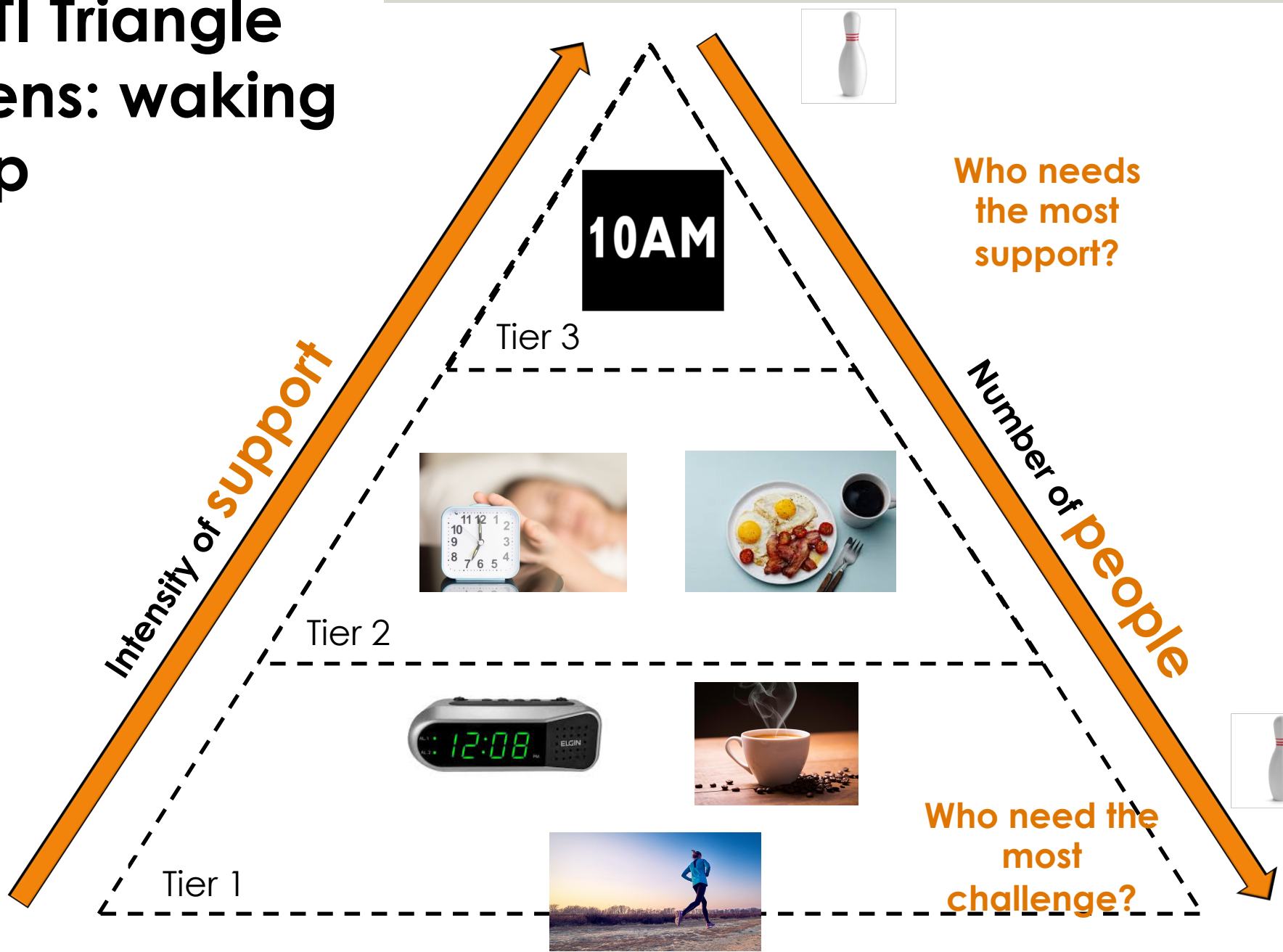
**Assess the Environment**

Teach the Supports to ALL

# RRI Triangle Lens:

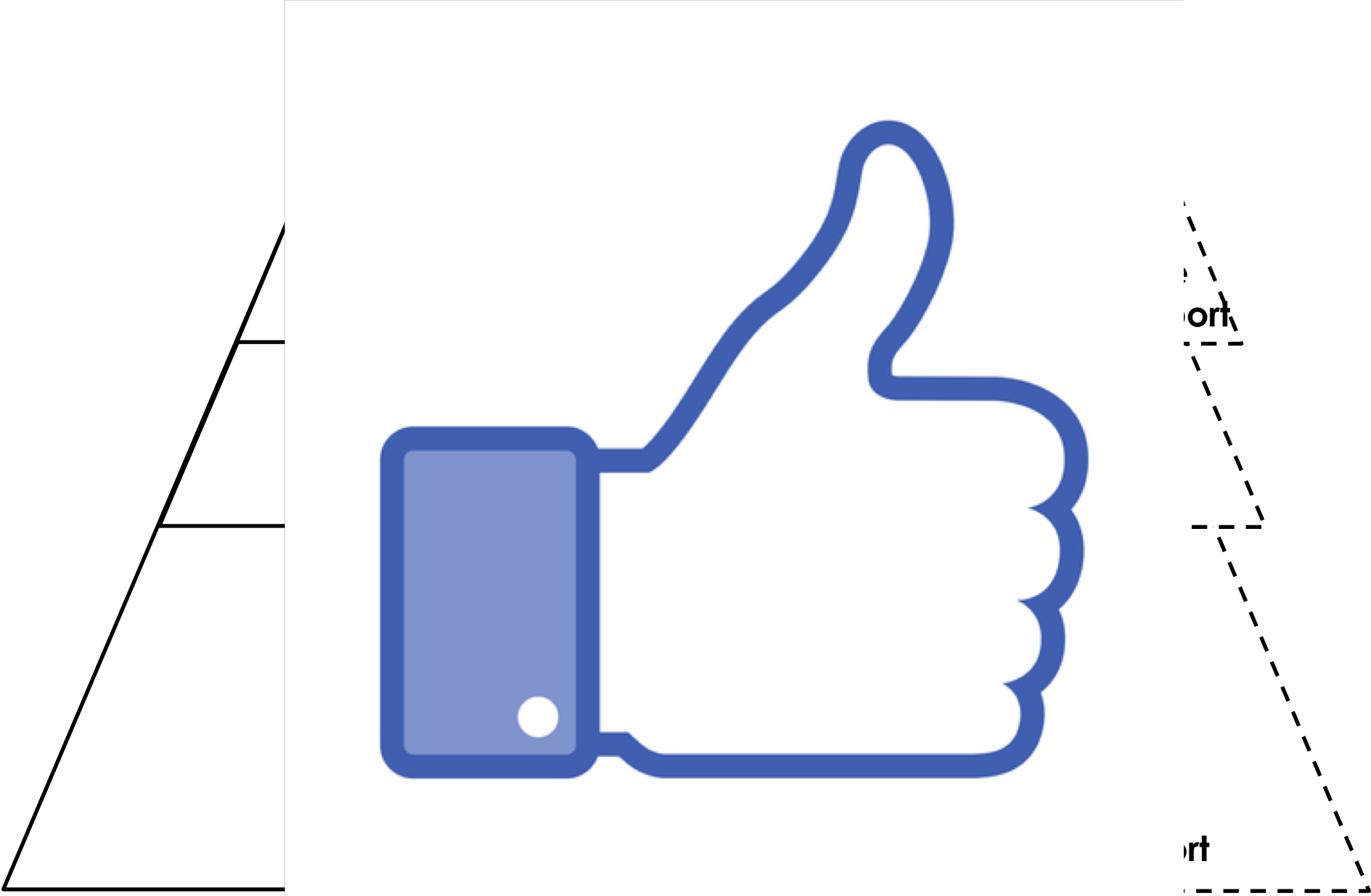


# RTI Triangle Lens: waking up



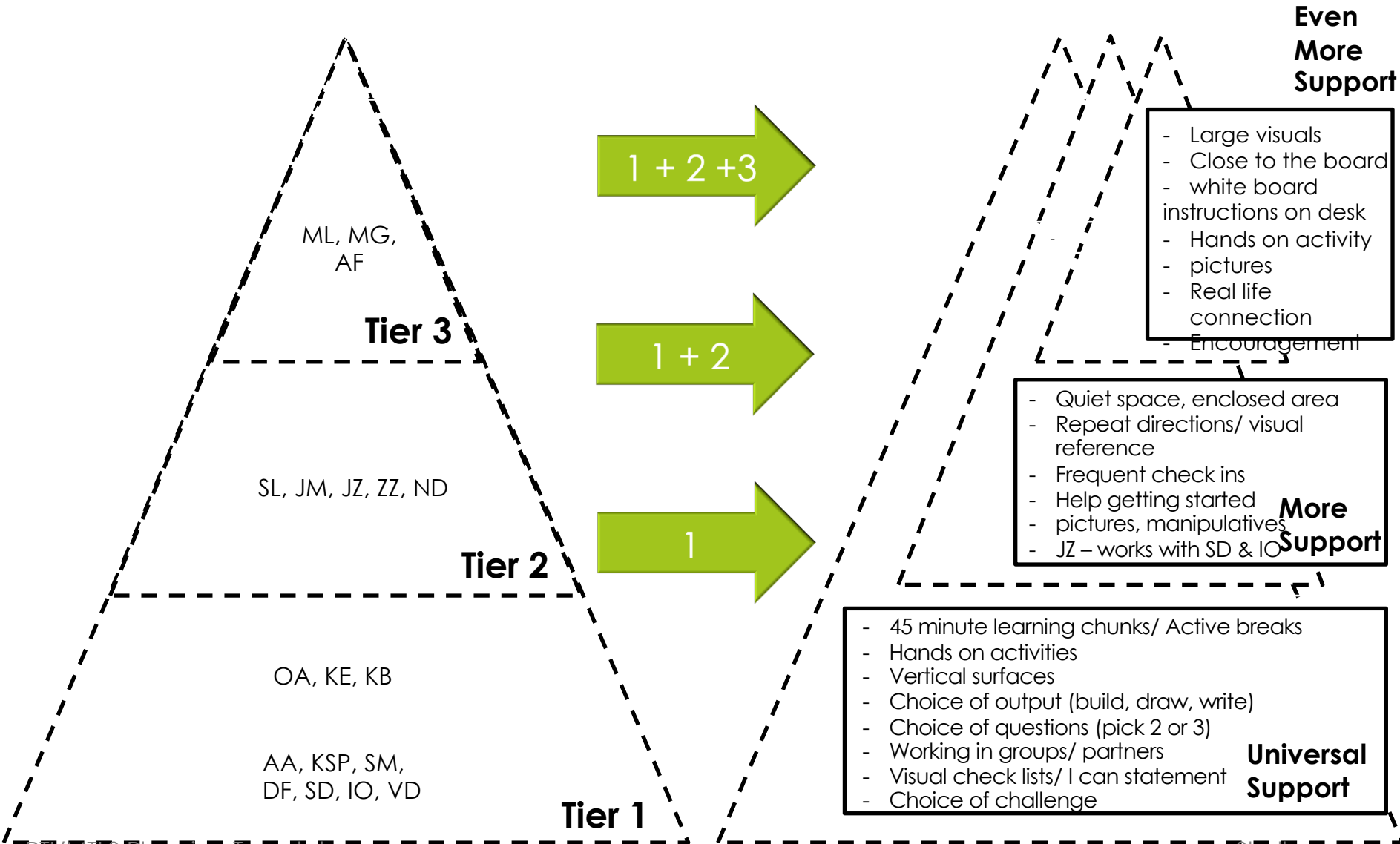


# Designing Supports for a DIVERSE group



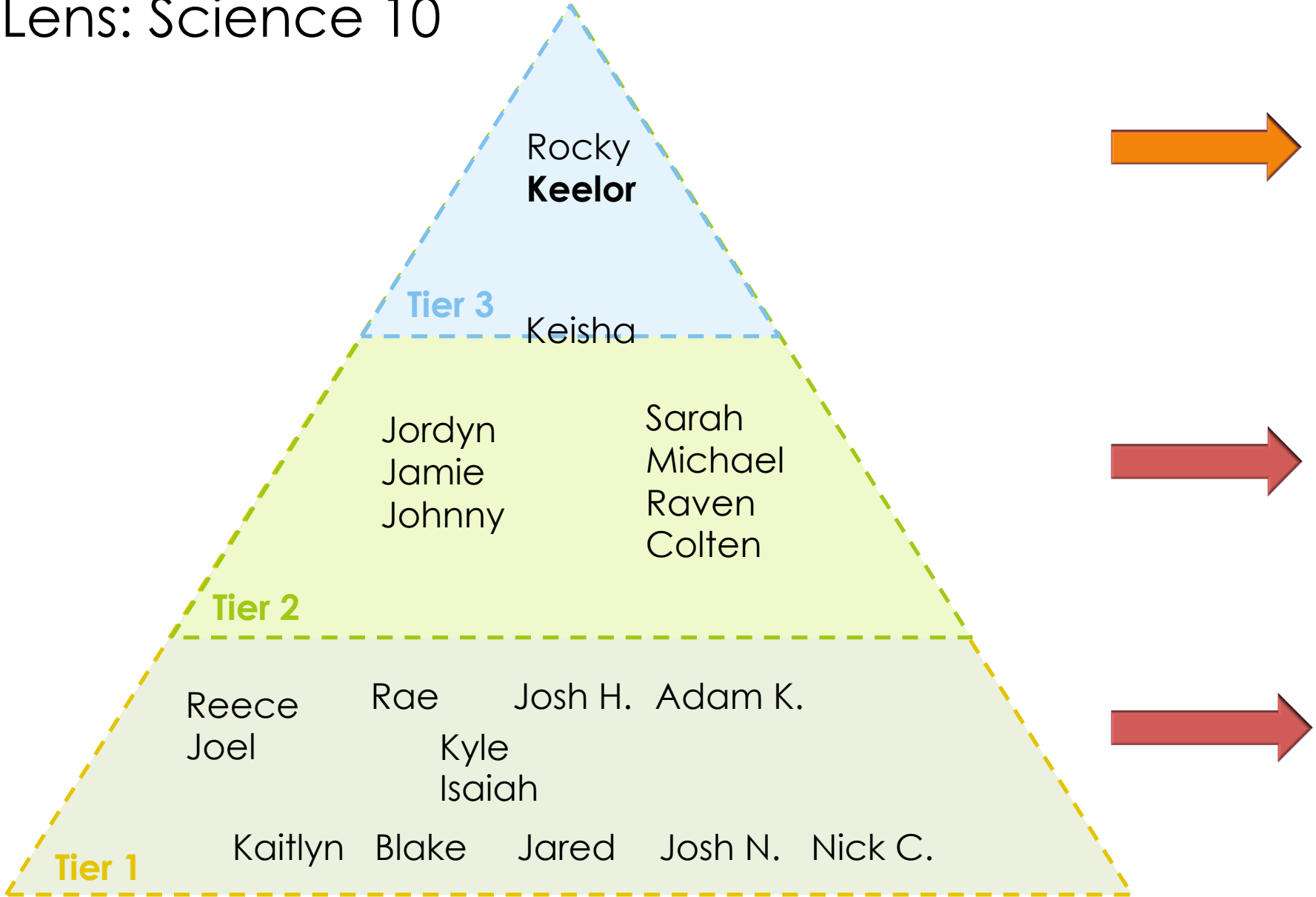
# Designing Supports for Diverse Classes

## Lens: Math



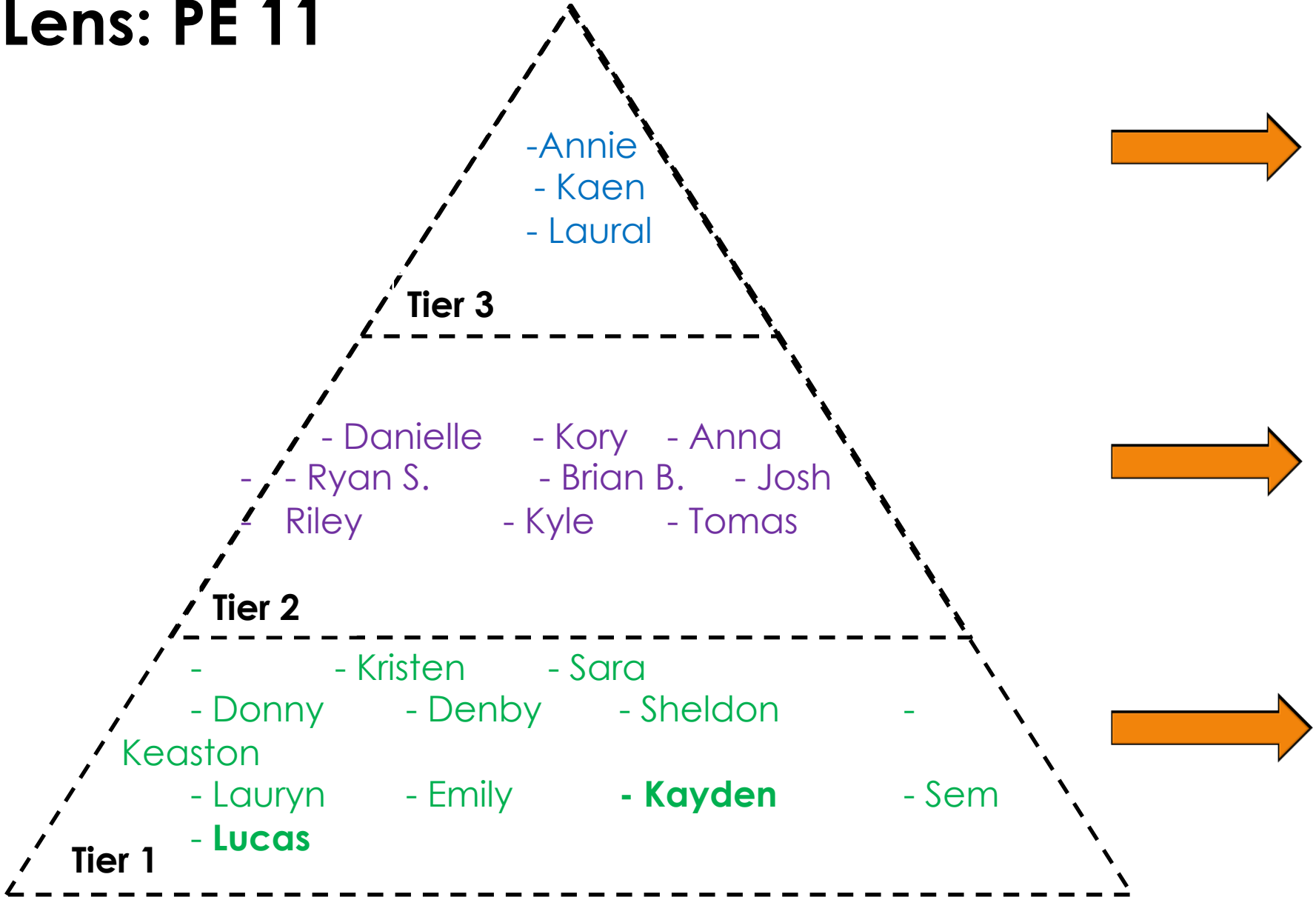
# RTI Triangle

Lens: Science 10

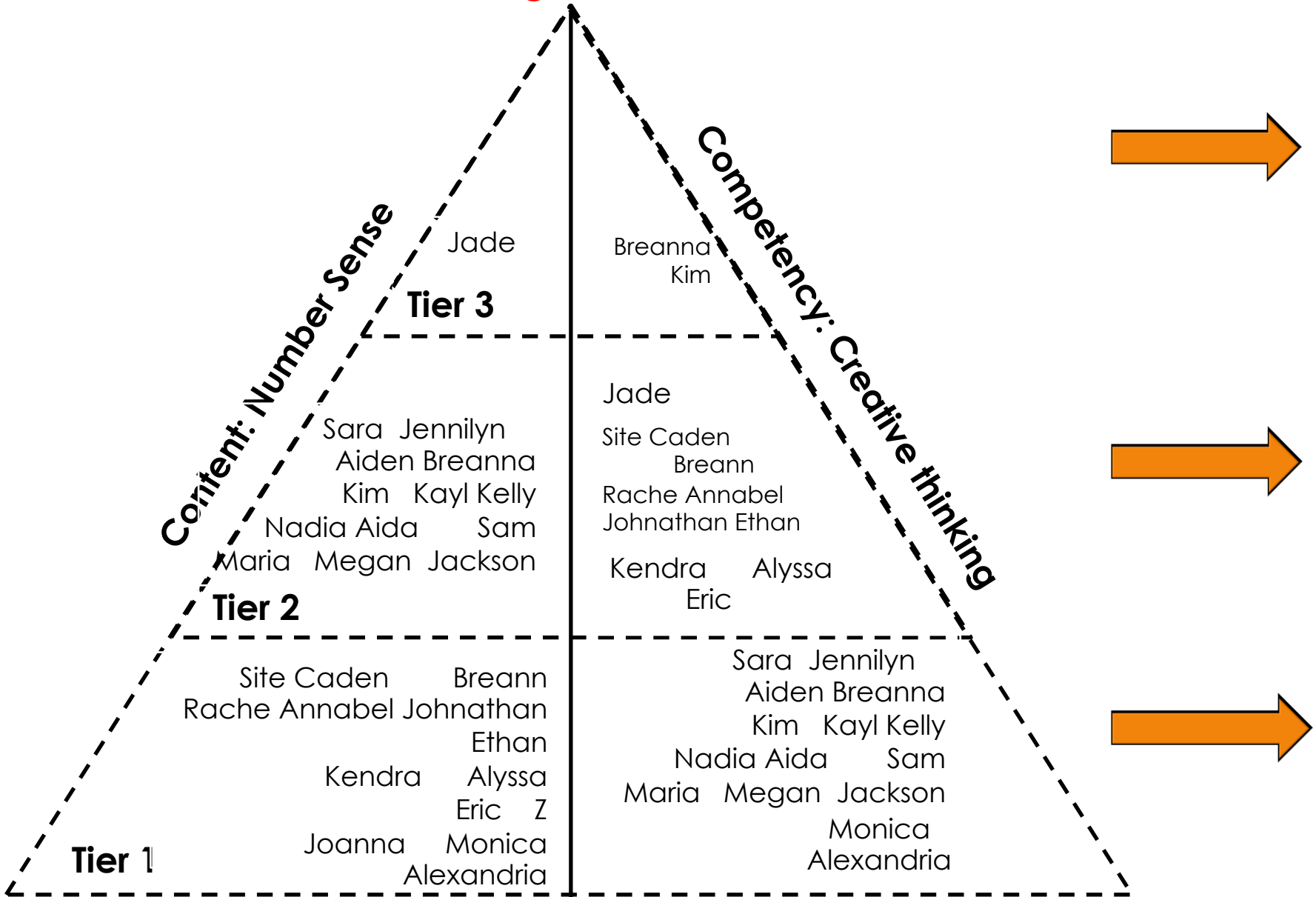


# RTI Triangle

## Lens: PE 11

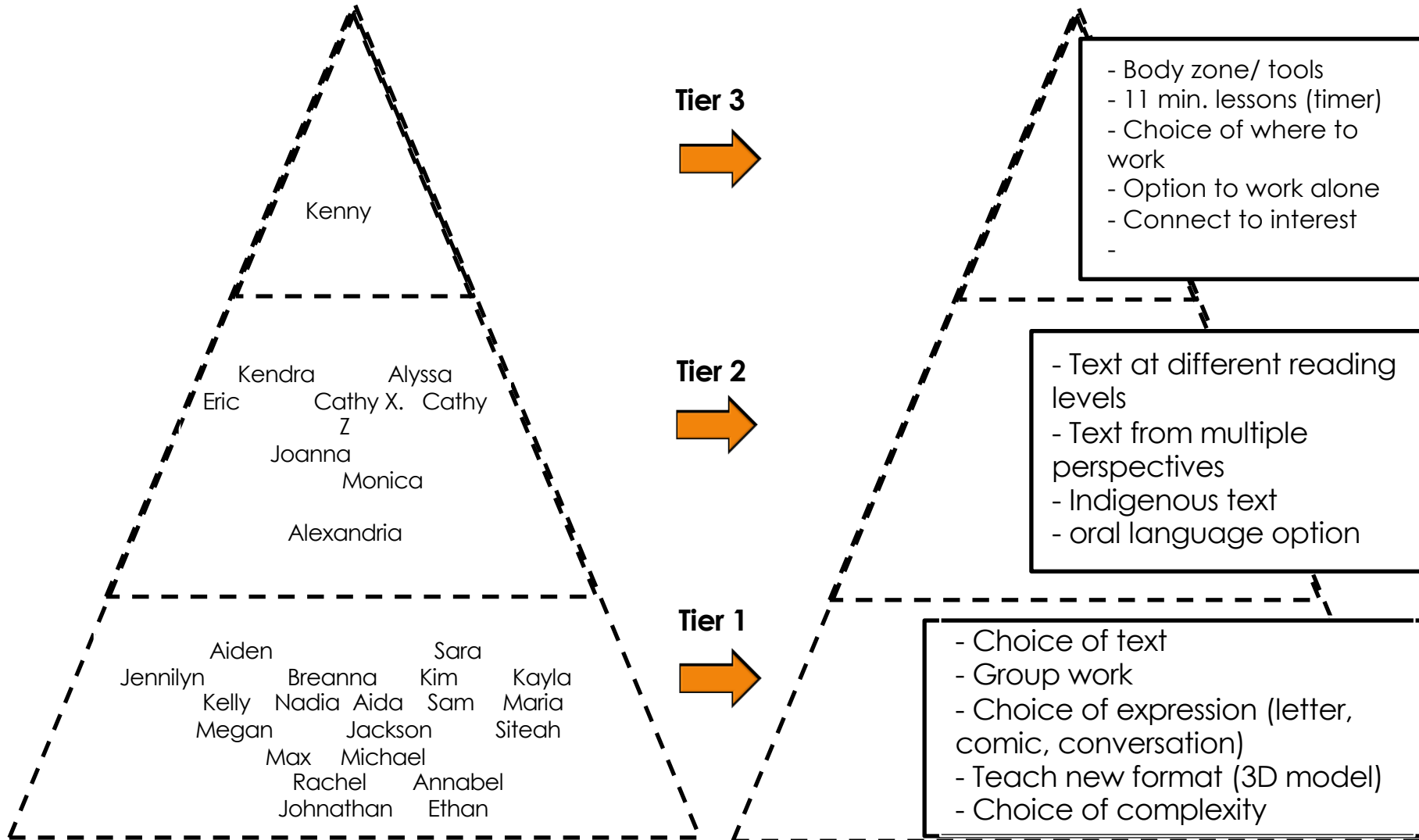


**RTI Triangle: Grade 8**  
**Lens: Math/Creative thinking**



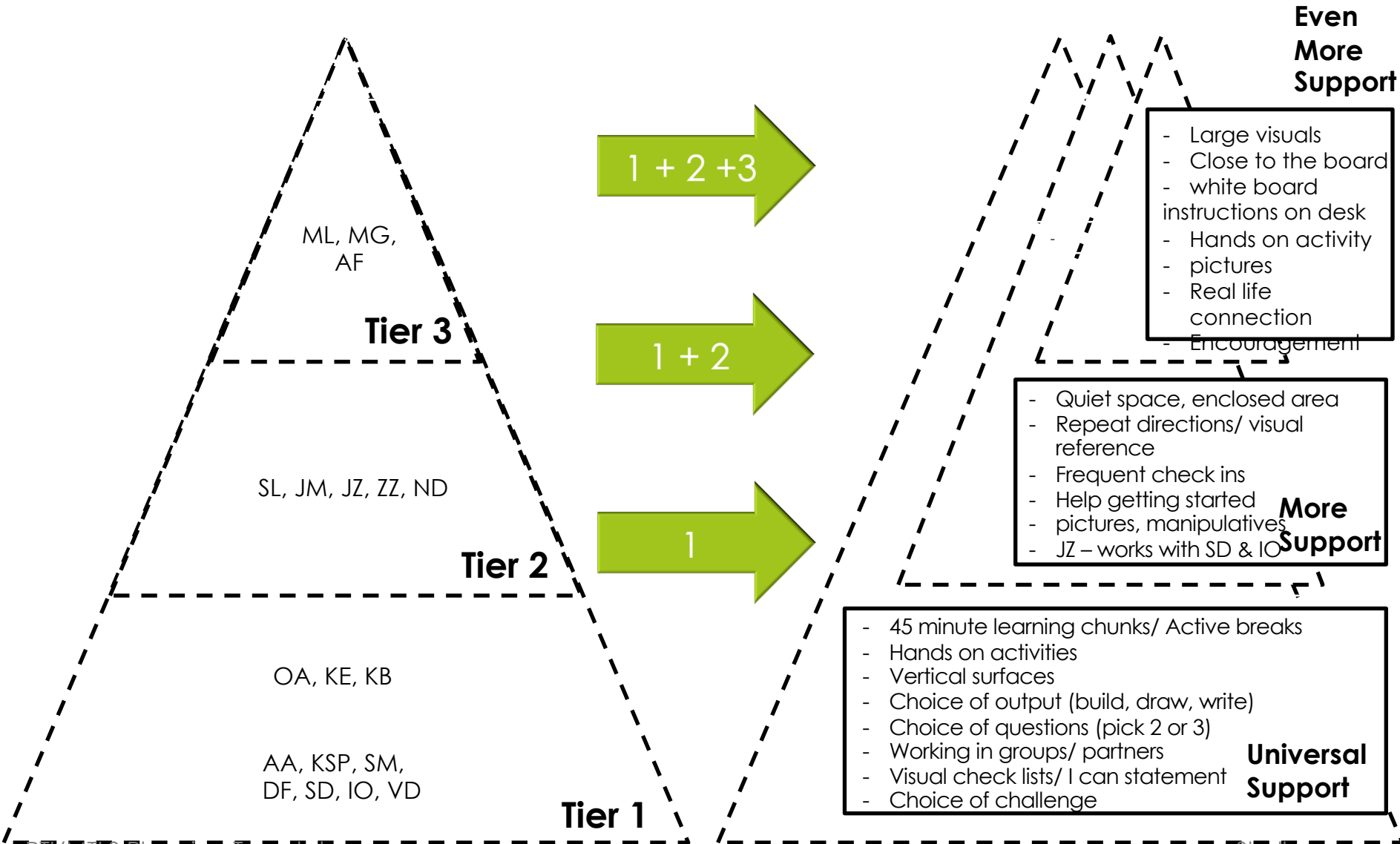
# RTI Triangle: Hum 8

## Lens: **Personal Awareness & Responsibility**



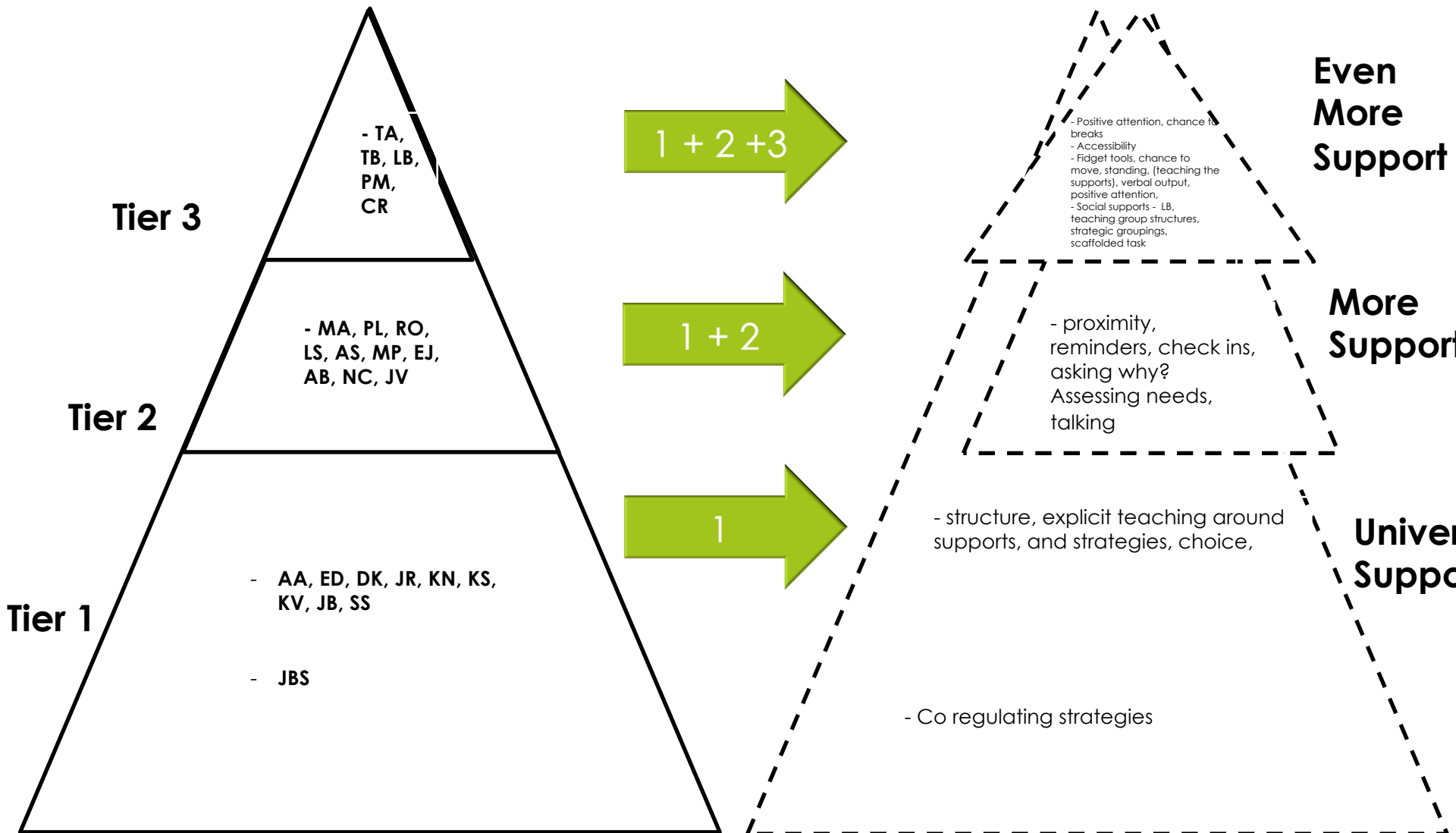
# Designing Supports for Diverse Classes

## Lens: Math 7



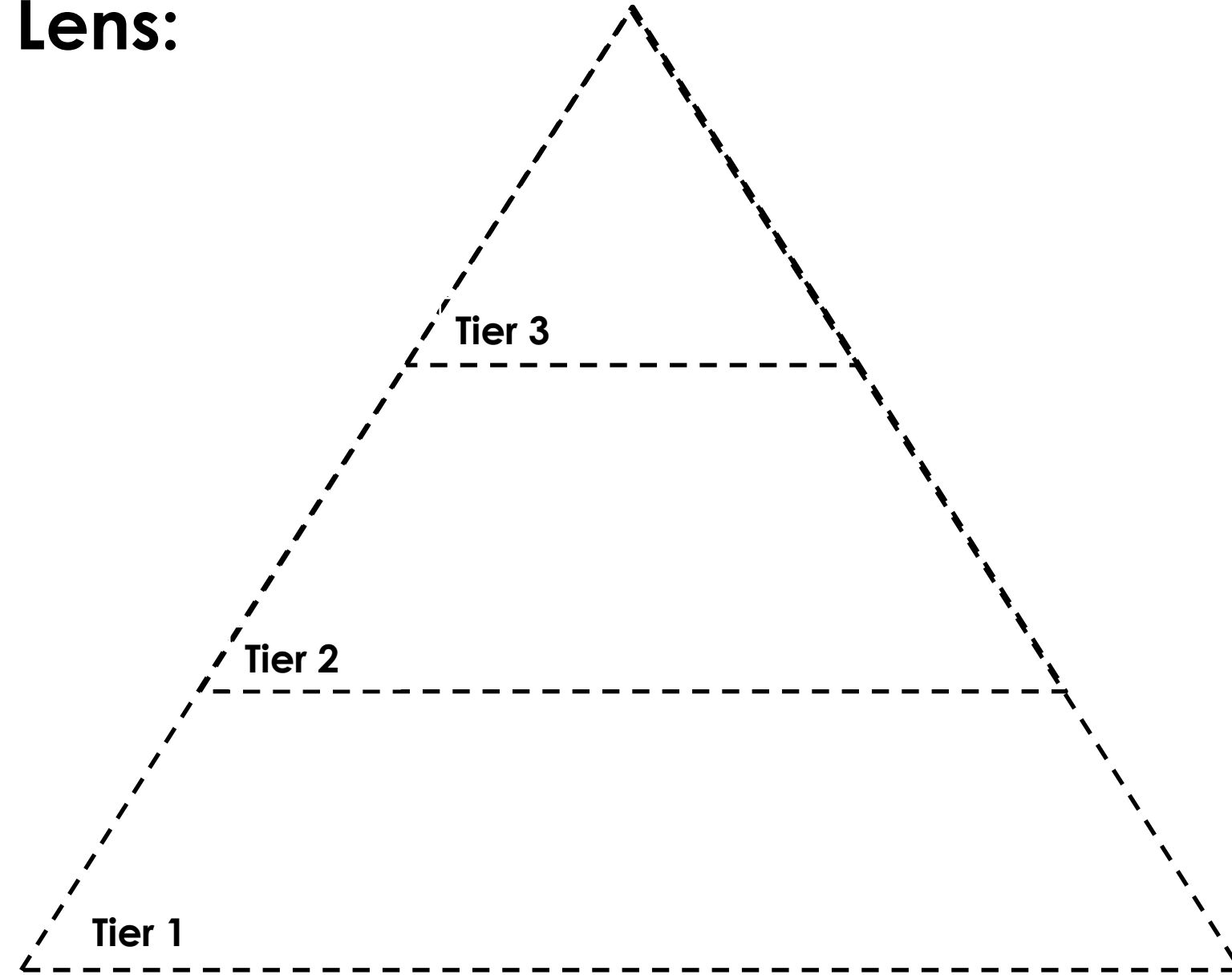
# Designing Supports for a DIVERSE group

## - BEHAVIOUR Supports Gr. 11



# RTI Triangle

Lens:



# RTI Triangle

Grade/Course/Subject (place)

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Lens 1:

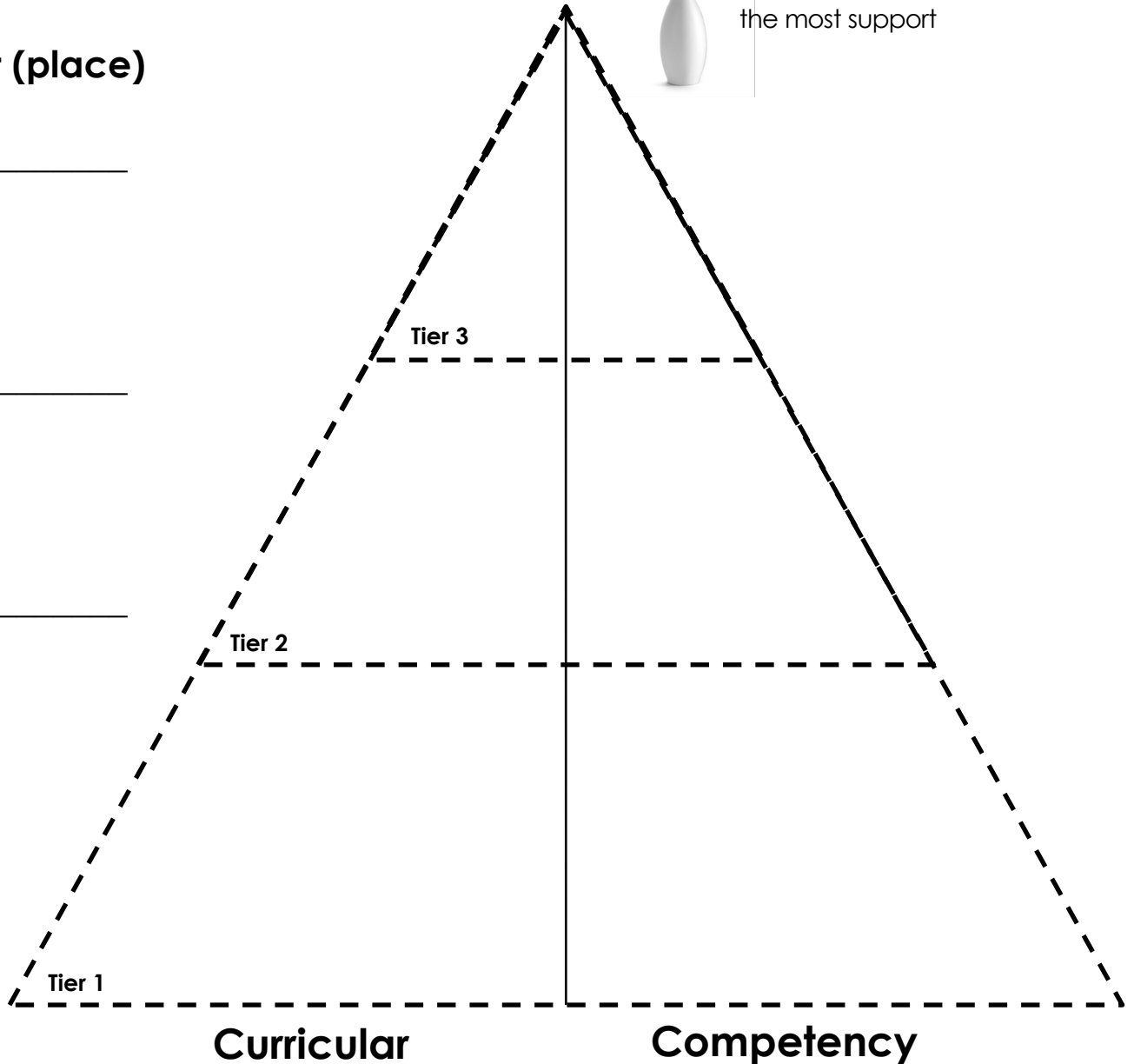
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Lens 2:

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Students who need the most support



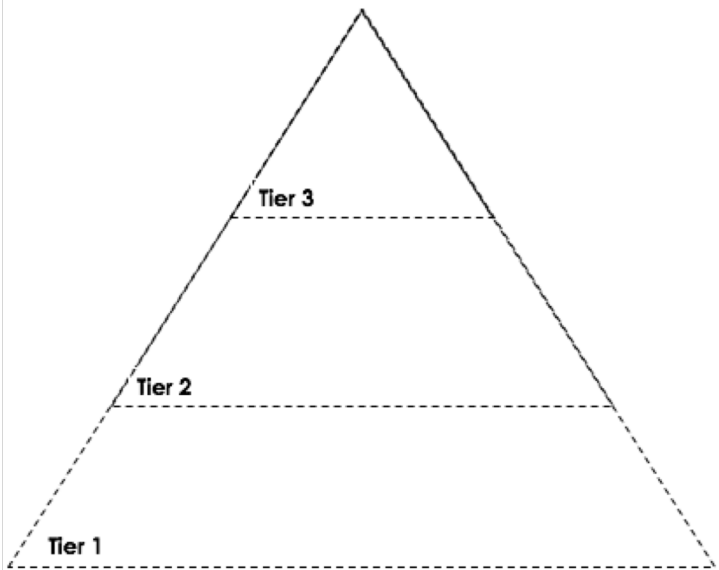
Students who need the most challenge



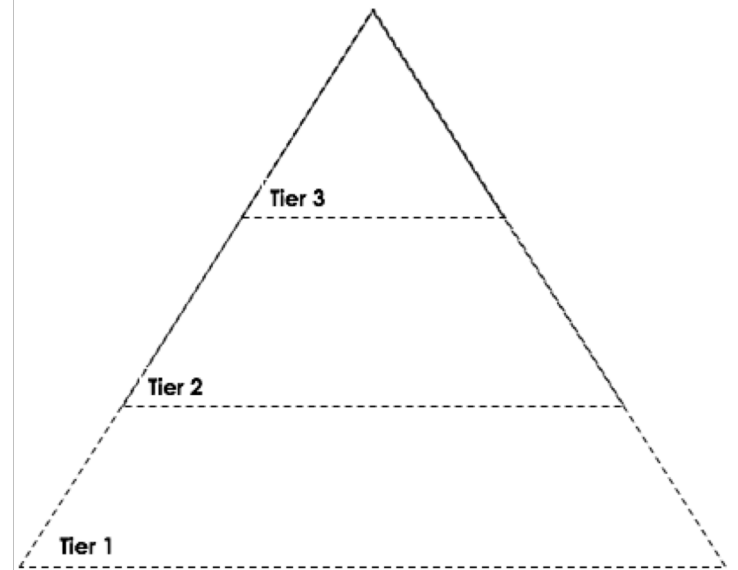
Tier 1

Curricular

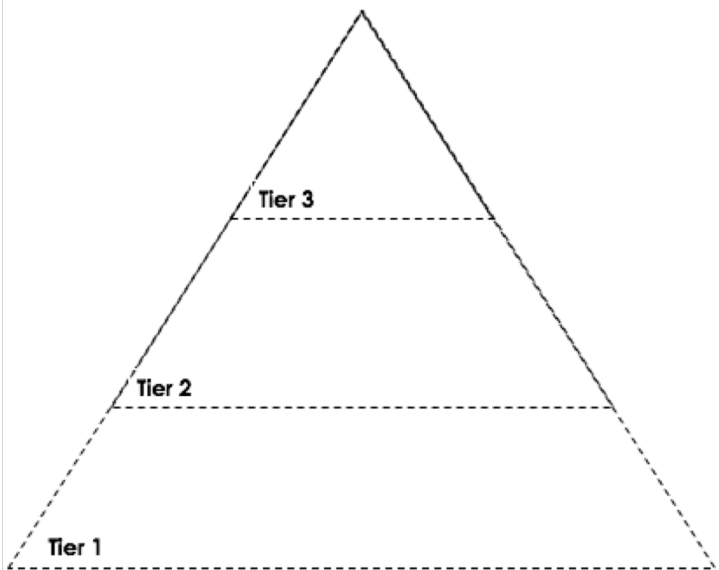
Competency



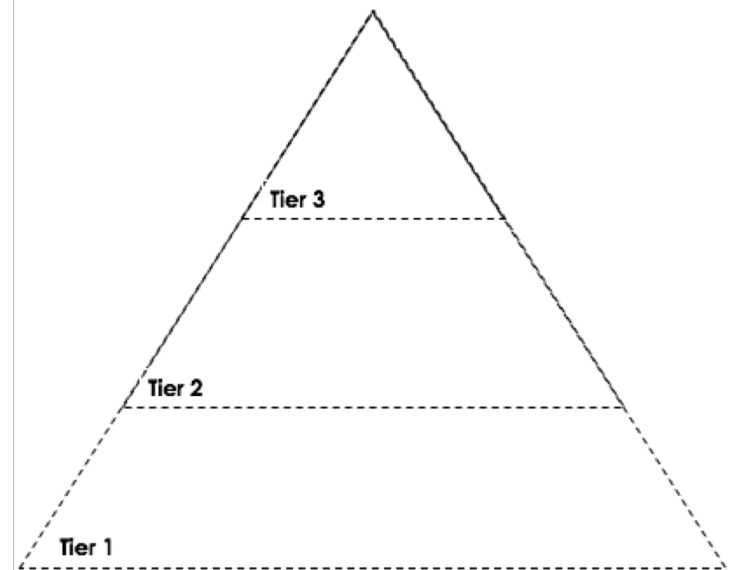
**Literacy**



**Numeracy**

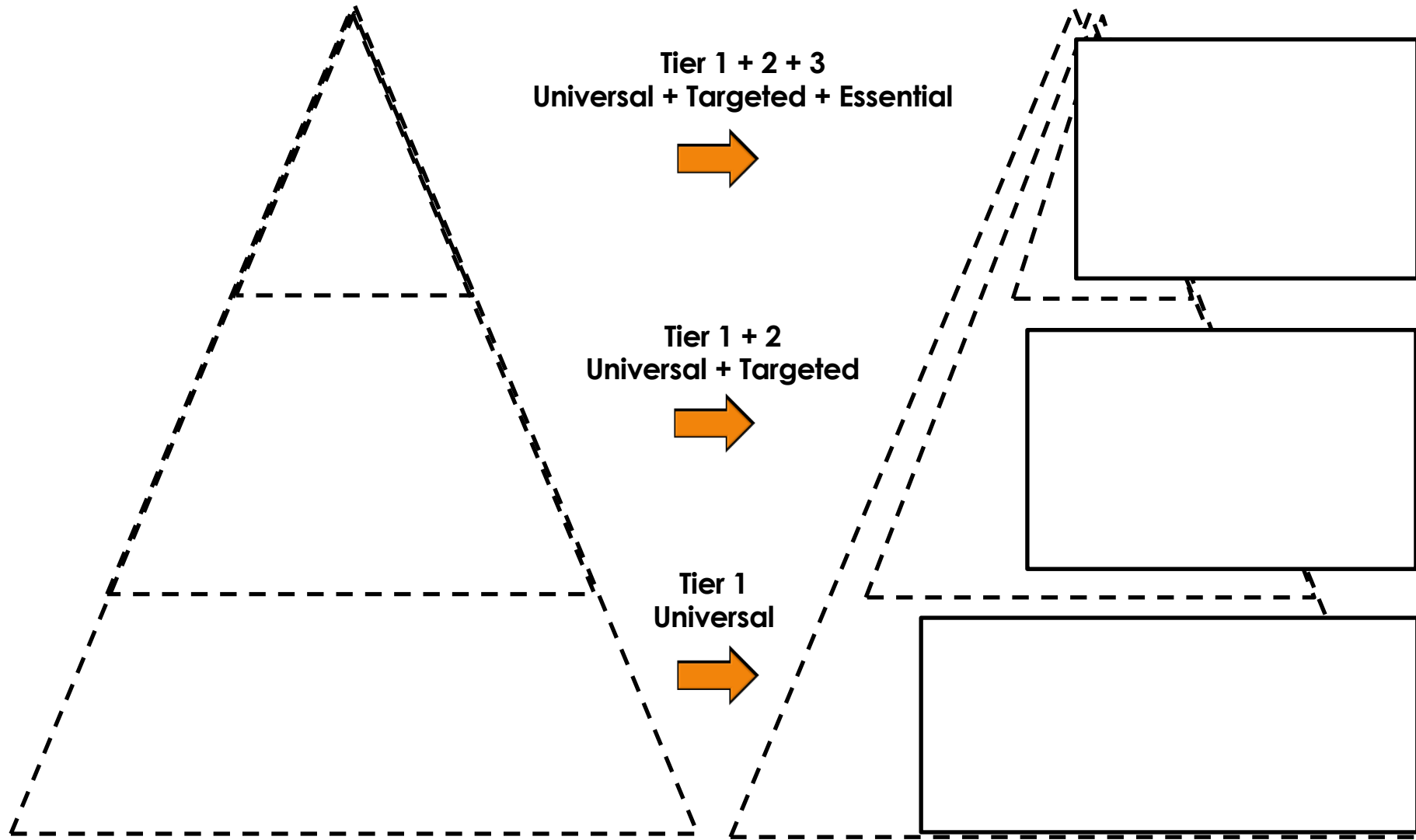


**Behaviour**



**Social Emotional**

# RTI Support Plan: Lens:



# How can we design an adjustable **curriculum**?

## □ Who are our **Learners**?

- Getting to know who are learners are and their their range of diversity

## □ What is the **curriculum** we are using?

- Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)

## □ How is the curriculum **responsive** to the learners?

- Designing curriculum with both access and challenge as well as considering specific supports needed for this group of learners

## □ How are we **teaching students** to make the **adjustments** they need to use the curriculum?

- Students knowing what they need to fit into and use the curriculum

Keep in mind...

“It is not about finding the answer...It is about finding out what is useful.”

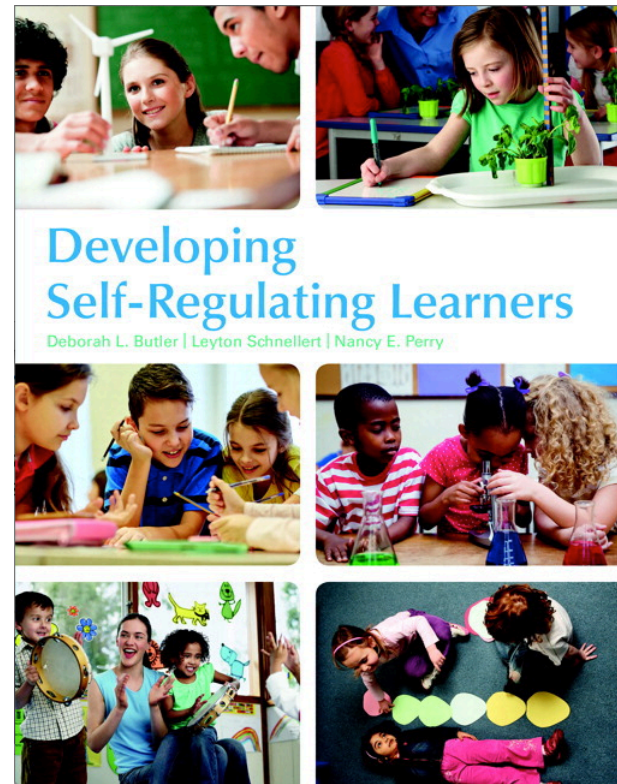
▣ Bruce Beirsto

# One thing..

- ▣ What is one USEFUL thing from today?
- ▣ What do you want to try?
- ▣ What is your next steps?
- ▣ Who can support you?

# Recommended Resources

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.

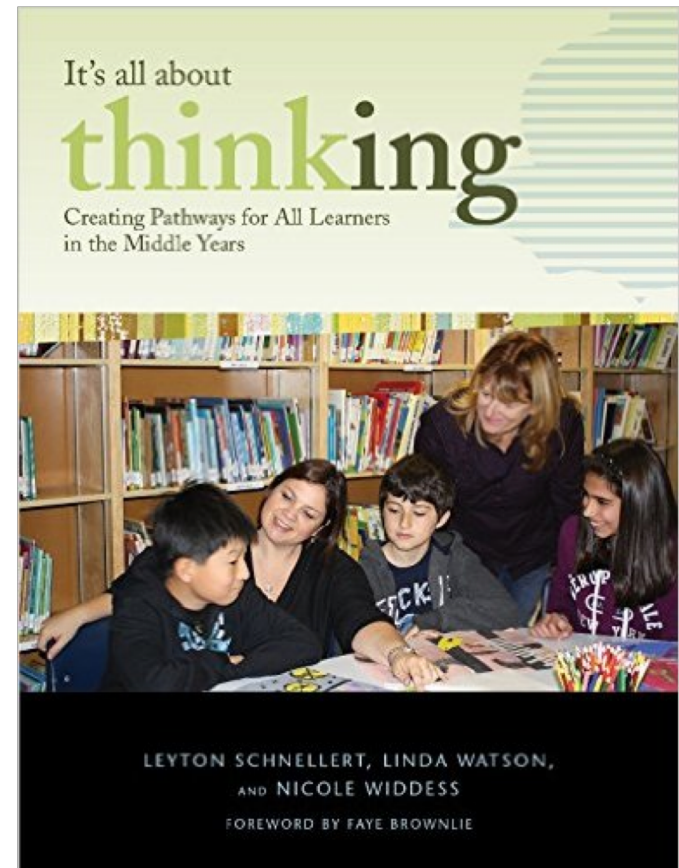


Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

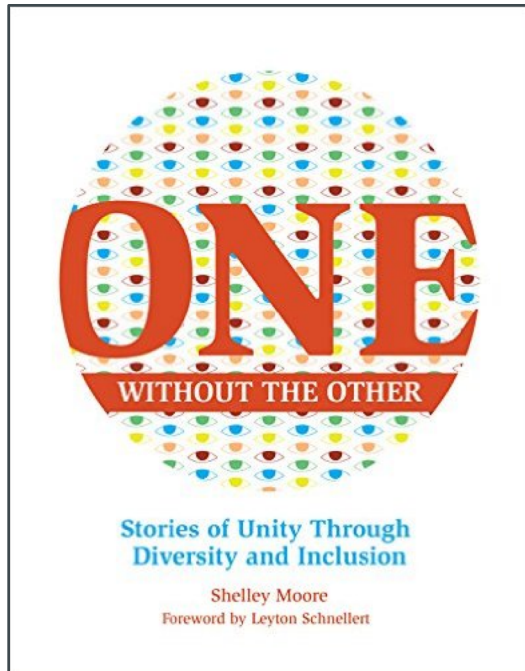
Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

Brownlie, F., & Schnellert, L. (2009). *It's all about thinking: Collaborating to support all learners in social studies, English, & humanities*. Portage and Main. Chapter One.

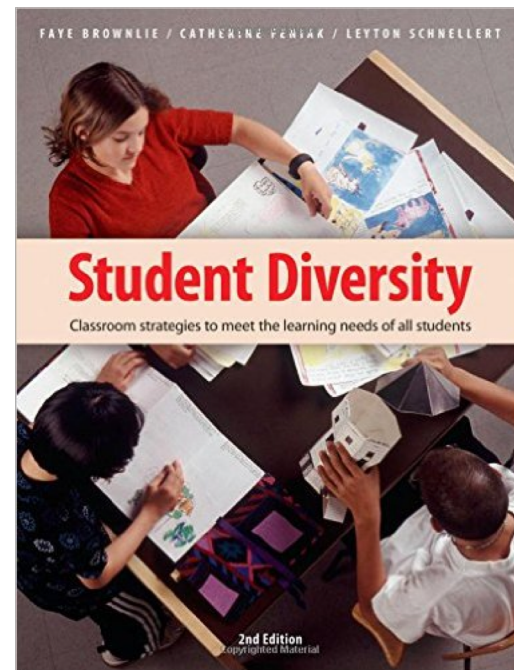
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.



Brownlie, F., Feniak, C., & L. Schnellert (2006). *Student diversity*.  
Pembroke.



Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main.



New Edition this Fall!!!

[www.blogsomemoore.com](http://www.blogsomemoore.com)  
[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

The screenshot shows the homepage of the 'blogsomemoore' website. The header features the site name 'blogsomemoore' in a large, white, sans-serif font, with the tagline 'Teaching and Empowering Students with Special Needs' underneath. A dark navigation bar contains four menu items: 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is currently selected, displaying a list of categories: 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. To the left of this menu, there is a 'Conferences' section with a list of items including 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. To the right, there is an 'about.me' section for 'Shelley Moore', an 'Inclusion Consultant', and social media icons for Twitter, LinkedIn, and WordPress. Below the social media icons, it says 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'.



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